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ABSTRACT

Presented are suggestions and 330 lesson plans for the improvement of visual skills of 3-to-7-year-old perceptually handicapped children. Suggestions for the reading program include large screen presentation and use of the Language Master. Possible designs for a classroom learning center for independent learning tasks are suggested. Seven areas of visual abilities are defined with most of the book being given to lessons in remediation in each of the areas. The lessons are organized into instructional objective, materials (when needed), and activity. Lessons are given for the readiness, academic, and advanced levels of difficulty. Examples of the activities included are pouring, shoe tying, braiding, matching tasks, using Morse Code, imitating a sequence of motor activities, recognizing state shapes, completing shapes, and identifying incongruities in pictures. Following are the seven areas with the number of lessons given in parenthesis: visual motor (113), visual reception (37), visual discrimination (29), visual memory (48), visual sequential memory (49), visual closure (30), and visual association (24). The final chapter lists about 66 publishing companies including addresses, types of materials published and prices, if known. (DB)

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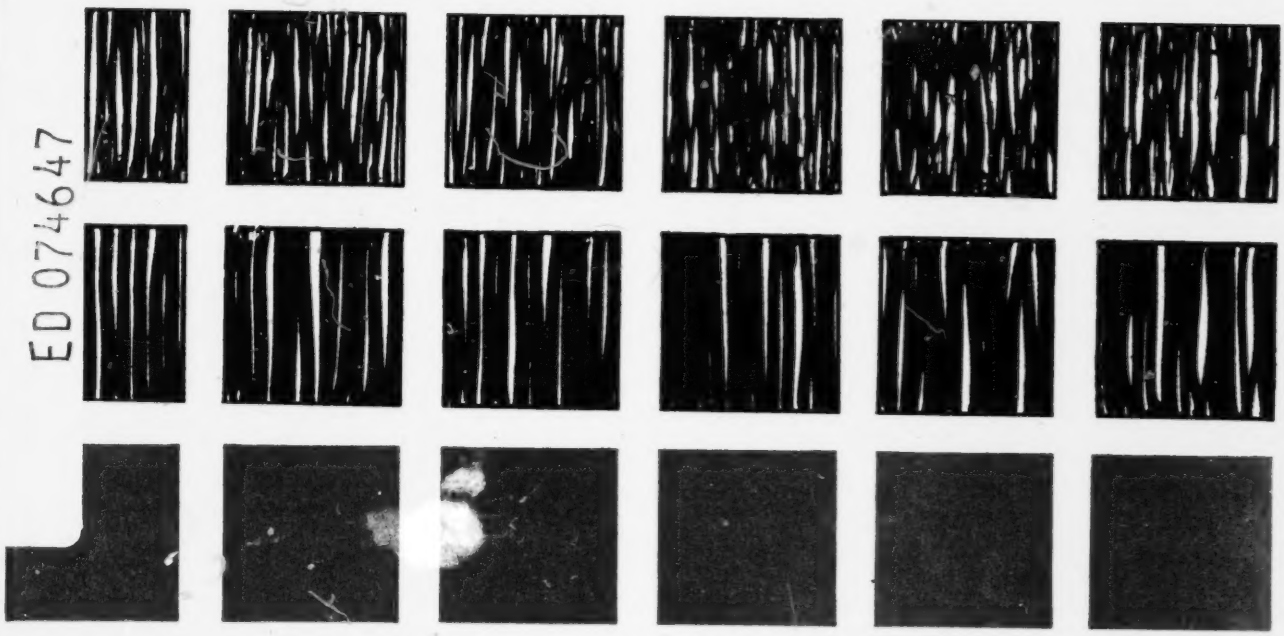

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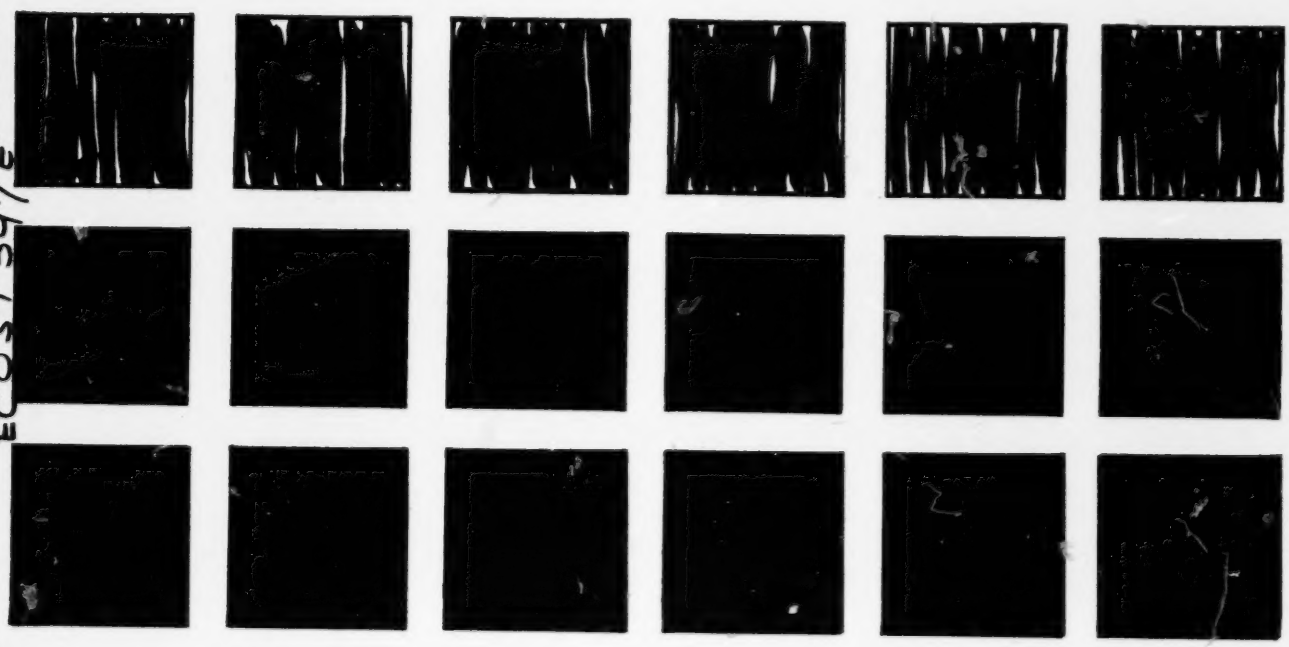

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SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER AN INSERVICE TRAINING APPROACH

ED 074647

IMPROVING VISUAL SKILLS

A Guide for Teachers of the Handicapped

March 1973

by
KATHLEEN EDEN
JEAN S. GREEN
JANICE HANSEN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A COOPERATIVE PROGRAM INVOLVING THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION AND THE UNIVERSITY OF IOWA

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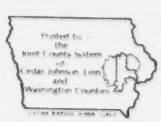

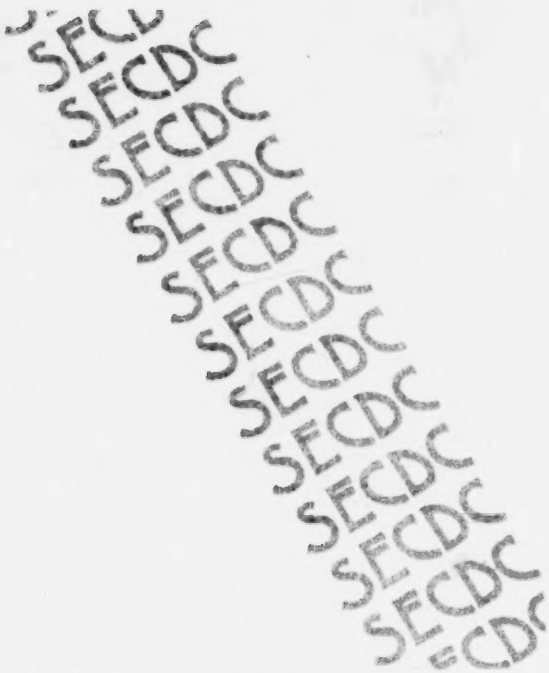

The Special Education Curriculum Development Center has as its main objective the operation of a statewide inservice training program for teachers of the handicapped. Twenty special class teachers from different geographic areas of Iowa serve as consulting teachers. They attend training sessions in Des Moines and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. These materials are prepared by the SECDC staff in response to the suggestions of special class teachers. Persons who use SECDC materials but do not attend the field sessions should keep in mind that the purpose of the material is to serve as a starting point for inservice training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

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ONE

RATIONALE

How often have you wondered just what was *with* a child when you observed him doing certain visual tasks, such as the first grade child who wrote his name in this manner. Or the third grader who presented the following paper to her teacher:

My family
I have a dog. Name si giger. I have a siser and a bired. My dog si a seep dog. My mother was a narse.

which should read:

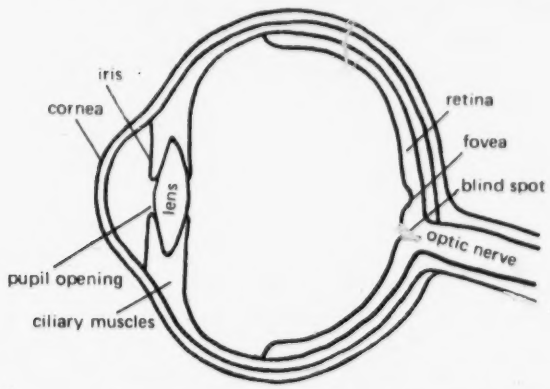
My Family
I have a dog. His name is Ginger. I have a sister and a bird. My dog is a sheep dog. My mother was a nurse.

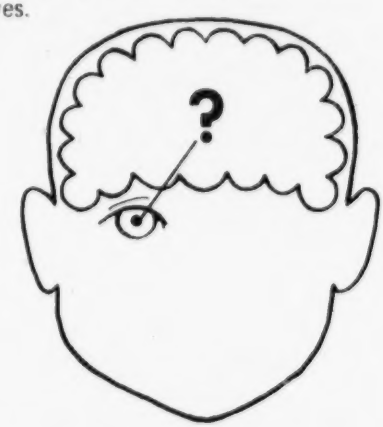
Or take the sixth grader who frequently, but not consistently, reverses b and d or on for no , and reads so haltingly. All these children may be experiencing visual difficulties.

There are many varied and different characteristics of children who have problems with the visual channel. Some children cannot discriminate the difference between words which are very similar such as mouth and month or pink and pick. There are those who reverse letters, numbers or words such as b and d, p and q, spot and pots, was and saw, 3 and or 5 and when both reading or writing, even after repeated expereinces with these symbols. Some youngsters cannot remember words. For instance the teacher may present the word *black* to Johnny on Monday and feels that he has *learned* the word. Yet when she presents the word to him on Tuesday Johnny acts as if it is an entirely new word, and this pattern continues day after day.

There can be a number of different possible reasons for this behavior such as lack of motivation, poor home environment, or lack of experience; however, many of these youngsters can be experiencing difficulty with the reception or interpretation of visual information.

Before discussing characteristics of children with visual perceptual problems, look at a simplified explanation of how we see. The human eye is an extremely complex organ which is often compared to a camera. In order to see we first of all need light waves, as they are the stimuli for seeing. Light enters the eye through the cornea. The amount of light which is allowed into the eye is regulated by the iris, and the lens focuses the light on the sensitive surface which is the retina. The incoming light waves cause the optic nerve to be stiumlated thereby creating impulses that are then sent to the brain. The eye does not see, as it is merely the mechanism that receives the light waves.





Although relatively little is known about the actual functioning of the brain, it is felt that once the impulses reach the brain a very complex processing of information takes place. This mental processing allows us to interpret or understand what we have seen.

The functioning of the brain is amazing because there is so little information available on how this occurs. What happens in the brain to allow us to react when we see a ball coming toward us, or to respond to a word on a page in a book? At this point in time there is little information available to answer these questions.

Visual perception involves more than just having good visual acuity or being able to see accurately. The interpretation of what the eyes see is carried out in the brain, therefore visual perception is a learned task. For instance if you see these three lines △ you naturally perceive them as a triangle rather than just three connected lines. The lines are viewed by your eyes, but the recognition of them as a triangle occurred in your brain.

What we are attempting to do in this book is to provide information on how to work with and teach children who do have adequate visual acuity. The child's eyes are functioning normally but the child may be having difficulty interpreting, remembering or responding appropriately to what he has seen. The root of the disability we are attempting to deal with in this book is not one which is found in the functioning of the eye, but rather it is found in the functioning of the brain.

Visual learning and development are extremely important for a child to effectively adapt to a school setting. It is because of this reason that consideration is given at this time to the visual domain however, it is not to be assumed that visual learning is somehow separate from all other aspects of learning. All the other learning, such as auditory, motor or language, are all occurring at the same time.

READING PROGRAM TWO

The implied purpose of a sound remedial reading program is *to assist the delayed or disabled reader in the development of sufficient skills and competence in all of the areas of language arts so that he may gain meaning from the printed and/or spoken word.*

The process through which this objective is attained frequently requires the use of all input modalities--visual-auditory-kinesthetic-tactile--and involves decoding and encoding of material **received through** the spoken, printed, and written word as well as **expressed by** the spoken, printed and written word.

The reading program methodology generally considered to be the most effective for the greatest number of students is the pattern control, phonics approach, which relies heavily upon the maximizing of auditory skills. It is an approach which can be used effectively with the average student. It is especially effective for the student who has weak visual skills. In this case, the auditory-phonic method is used to strengthen the visual weaknesses by establishing the necessary auditory-visual association, moving from and through sound to sight.

On the opposite side of the coin, for the child whose visual skills are being used to help pull up the weaker auditory skills, a somewhat different approach is recommended. Johnson and Myklebust (1967, pp. 175-176) discuss educational procedures as follows:

> Children with auditory involvements respond best to a whole word or ideo-visual approach during the **initial stages** of reading instruction. Because of their problems in auditory perception, memory and integration, they are unable to handle the skills required for phonetic analysis; in fact, some may be able to develop auditory skills **only after having learned a sight vocabulary.** As with the visual dyslexic, however, debilitated functions cannot be ignored. Even though able to learn by a global method, he cannot possibly retain visual images for every word; therefore, he must acquire a systematic means of attacking unfamiliar words.

Hence, as educators, it is our task to find the best learning-teaching system for each child, working with and through his strengths in an attempt to develop a degree of efficiency in his weak areas.

Thus, for some, it may be necessary to use a word-picture association system of vocabulary study, withdrawing the picture when the word has been learned. Other youngsters seem to learn new words first through emphasis upon the verbal association with the total word configuration of the visually presented stimulus, only later being able to note the letter sequence within that configuration.

Some children are able to learn vocabulary well by using a system developed by Kathleen Eden, one of the authors of this manual. This is the most effective method we have observed and used, and consists of:

- presentation of the whole word on a screen, mounting each word separately on a transparency strip, using a tachistoscope or overhead projector, with each word presentation being accompanied by 6 to 8 whole word pronunciations in rapid succession on the part of the teacher — **STEP ONE**
- student-teacher pronunciations (6 to 8 in rapid succession) of that same word, and/or individual student pronunciation as/if designated by the instructor — **STEP TWO**
- same procedural sequence now applied to oral spelling instead of pronunciation — **STEP THREE**
- oral spelling now without the visual image — **STEP FOUR**
- confirmation of correctness/incorrectness via re-presenting visual stimuli on screen — **STEP FIVE**
- written spelling without the visual image — **STEP SIX**
- testing over all words covered in a given group, six to ten words one time (two 100% correct tests required) which indicates: — **STEP SEVEN**
  - readiness to move on, or
  - need to drop back to one of the previous steps

If need to drop back to one of the previous steps is indicated, VAK (visual/auditory/kinesthetic) spelling practice activities should be used, which means that the child names each letter in a given word as he writes it, and pronounces the whole word when writing has been completed. The motor or kinesthetic component of this activity is an important part of visual reinforcement.

Another effective use of the whole word method of teaching reading is the experience story. The student may be asked to dictate (either on a tape recorder or to the instructor) a description of an interesting event in his life. The material should be typed as soon as possible and returned to the student while it is still fresh in his memory. The student will thus be able to recall, almost verbatim, what he has said, and after several times through, be able to establish the association between the words he has dictated and the words he sees on the printed page. Reinforcement exercises for this activity could include cutting the story into sentence strips and asking the student to sequence them into the original order of occurrence. To check word mastery, several of the

key words could be drawn aside for student identification. If he cannot identify the words in isolation, they can be replaced in their original positions so that context clues will provide the needed assistance. Shift back and forth until word recognition is secure.

Early writing movements often must be grossly exaggerated through such behaviors as: air tracing; chalkboard writing in large, flowing movements; making letters out of clay; tracing sandpaper or other rough-textured letter forms; tracing first on a solid line, then a dotted line, and finally connecting points. It may help some students to use felt-tipped magic markers in bright colors to help *drive home* certain troublesome letter forms. Sometimes, it helps to put a piece of candy on correctly written letters or words, ignoring the incorrectly written letters or words.

For vowel sounds that are causing difficulty, Bannatyne's system of color cues (Money, 1966) may be of help. A square of color is placed beneath all vowels producing sounds which match the vowel sound of that particular color name, i.e.,

blue: /oo/ as in moon; /ew/ as in flew; /ue/ as in glue

red: /ea/ as in read, dead; /ai/ as in said; /e/ as in bed

tan: short /a/ sounds

green: /ea/ as in stream; /ee/ as in green; /ei/ as in receive; /ie/ as in believe

purple: r-controlled vowels, /ir/, /er/, /ur/ such as bird, term, fur

It is unlikely that one child will have trouble with all vowel sounds. The one(s) giving difficulty can be color-cued until learning has taken place.

As one additional comment, placing the color beneath the vowels (which should appear in black type as usual) rather than presenting the vowels themselves in color makes the transition from cued-presentation to non-cued presentation easier. The student will thus continue to see the letters in black print.

Again, whether remediation is required in the visual area, or the auditory area, stimuli should be presented to both these input modalities. Information is rarely received through one channel alone. When possible, the child should see the stimulus, hear it, and then pronounce it. When writing is involved, again, the motor activity should be added to the see-hear-say process.

Learning tasks should be presented in a well-structured, developmental sequence. We know of no better sequence than the one discussed in the manual on auditory remediation, which is the composite of the Merrill, Gillingham, and the University of Iowa Reading Clinic manual by Elizabeth Forell (1967). By presenting the eleven consonants that have only one sound (/j/, /k/, /l/, /m/, /n/, /b/, /p/, /h/, /r/, /v/, and /w/); and the short vowels, introduced in appropriate order, the child is not being asked to contend with sound irregularities until he has developed a fairly stable vocabulary of his own. The letter groups in order of presentation are:

Group 1: /a/, /b/, /c/, /f/, /h/, /i/, /j/, /m/, /p/, and /t/

Group 2: /g/, /o/, /r/, /l/, /n/

Group 3: /th/, /u/, /ch/, /e/, /s/

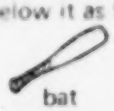
Group 4: /sg/, /d/, /w/, /wh/, and /y/

Group 5: /v/, /z/, /x/, /ck/, /ee/, and /k/

Beginning with Group 2, blends can be introduced. Digraphs appear in Groups 3 and 4. By the time the student has finished Group 5, he knows the short vowel words and has now begun to move into long vowels.

The Language Master used for visual-auditory vocabulary learning and reinforcement, and the tape recorder used for visual-auditory reading, are two important pieces of equipment. Beginning with the Language Master, considering first the whole-word approach, the following methods of presentation can be used:

1. The word/picture is fastened to the LM card, with the word written below it as follows:



bat	b - a - t	bat
(instructor pronounces word)	(instructor spells word)	(instructor pronounces word again)

Here, the child sees the picture that goes with the word, sees/hears the word pronounced; sees/hears the word spelled; and sees/hears the word pronounced again.

2. The word is presented as a sight word, is written across the top of the LM card, and is pronounced normally without being spelled. (The number of times the word is pronounced depends upon whether the LM card is a 9" or 14" card. Just be careful so that each pronunciation of a given word is distinct and apart from all other pronunciations of that word.)

bat bat bat bat bat

3. The word is written across the top of the LM card (without the picture), and is pronounced/spelled for several pairings:

bat/b - a - t bat/b - a - t bat/b - a - t

This method of presentation is used when the students are assigned the spelling activities that go along with their reading materials, or as reinforcement activities that go along with their spelling class.

4. The word is pronounced, used in a sentence, and pronounced again, with the entire sequence being entered across the top of the card. This format can be instructor-prepared, or commercially prepared cards using a similar format are available. This method is an extension of the sight word method presented here under No. 2, and helps the child associate meaning with the word by hearing/seeing it used in context.

bat Can you bat the ball? bat

When the child's sight word vocabulary seems sufficiently solid, and *before* he reaches the point where he simply cannot remember all the words (which is bound to happen as he progresses up through the grades into more intricate and complex subject vocabularies), the time has arrived when he must learn to use phonetic analysis. At this point, it would be advisable to administer an informal

phonics inventory. Find out just how many of the various letter, blend, digraph and vowel sounds he knows. Those he knows can be reviewed occasionally to maintain mastery. Those he does not know can be taught as they come up within the sequence, a few at a time, with varying degrees of intensity as the situation demands.

5. The LM format should be:

   A. Enter the letter-name and the key picture across the top of the LM card as follows:

a	/	apple
(instructor gives letter name)		(instructor names the picture using that letter, *apple*)

The student, wearing headphones, listens to the instructor-dictated material, re-inserts the card for student-dictate, and imitates the instructor's dictated presentation. The student replays his own dictation for monitoring and correction.

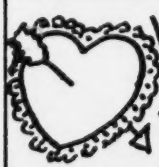
   B. The next set of LM cards in this sequence contains the above (5A) on the LM card, but now *adds* the letter sound as follows:

a	/	apple	/	ă
(instructor gives letter name)		(instructor names the picture, *apple*)		(instructor now produces the short /a/ sound)

   C. The final set of LM cards in this sequence will feature the *withdrawal* of the picture cue:

a	/	ă
(instructor dictates the name of the letter)		(instructor produces the short vowel sound, /ă/)

The student behavior will again be the same as under 5A and 5B. (See the following sheet for suggested letter-name key-word, letter-sound cues.)

Apple apple	Bed bed	Cat cat	Duck duck
Egg egg	Fish fish	Goat goat	Hat hat
Ink ink	Jam jam	Kite kite	Leaf leaf
Man man	Nut nut	Ox ox	Pig pig
Queen queen	Rake rake	Sun sun	Top top
Umbrella umbrella	 Valentine valentine	Wagon wagon	Box box
Yo-yo yo-yo	Zebra zebra	Shell shell	Chick chick
Wheel wheel	Thumb thumb	Ring ring	They they

The student will need assistance with blending sounds into words as he moves from the whole-word approach into the modified phonetic approach. The LM format will be:

6.	b - ă - t	instructor sounds out each letter separately
	bă - t	instructor now blends the first two letters together, and sounds out the /t/ as before
	bă̆t - bă̆t	instructor now pronounces the whole word (providing closure) twice

Thus, what started as a visual, whole word approach has now begun to incorporate phonetic elements as the ear has refined its skills.

To check how well the student is learning/progressing, flash a word (or words) on the screen, using an overhead projector. Can he pronounce a given word? Cover it up. Can he remember what he saw? Can he repeat it? Can he spell it from memory? Does he remember well enough what it looked like to be able to reproduce the letters in sequence? Have him write the word. Can he perform accurately motorically? Or is it here that he mixes up the letter sequence? If so, VAK that word for a while. Give him letter cut-outs and have him sequence the letters. Compare this with his corrected written word. Compare both with the word, again flashed on the screen. Have him match all three with a flashcard, mixed in with several other similar appearing words. Compare letter-by-letter. Have the child verify, re-verify, and verify again -- in as many ways as you can think of -- how a given word should look, or how it should sound. Use the color cues discussed earlier. Write in various colors of magic marker. Cut words (or the letters to make given words) out of newspapers, feature different kinds of types. Have the student go through a newspaper and circle all the *and* or *there* words he can find, or he could be asked to circle all the digraphs he sees. (Sales ads usually have large, legible print, and frequently feature different colors and styles of lettering.) Provide as much variety as possible. *The variety relieves the boredom as you continue to maintain the* needed *repetition.*

The reading instructor may note that some children cannot seem to learn the rules for certain spellings or sounds. If this is the case, why not skip it? Provide the pronunciation or sound for the student and watch for an opportunity to go over this task at a later date. When the child has developed a reasonable vocabulary, the instructor can draw examples from the child's repertoire that illustrate the specific rule. These can be presented both visually and auditorily. The student may then be led to note the common element(s) and verbalize his own rule. Such discovery learning is better remembered and more often used.

If a student is losing his place during oral or silent reading, a popular aid is the *window card,* a piece of oaktag in which has been cut a letter-high, word-long slot. The child slides the window-card over the sentence he is reading, which helps him focus on the word(s) so that he doesn't become lost in the figure-ground blur. Another possiblity is the liner, an oaktag strip which the student can slide along just under the line being read. Some children prefer to cover the material just read. The handiest tool of all is probably the finger -- it is portable, attached, therefore, it can't get lost.

Now, for the use of the tape recorder as visual-auditory reinforcement. It is suggested that reading materials be taped. Volunteer mothers or older students could be enlisted to assist with the taping of materials. There are also commercially prepared reading tapes available. The students, using headphones,

can listen singly or in groups, as many times as they feel necessary for mastery. Fringe benefits for this method are:

- the child hears the word *as he sees it,* and after several times through, the word and the sound are strongly associated
- the child is seeing the sequence of letters within words
- he is seeing/hearing word phrasing
- he is noting sentence sequencing
- he is reinforcing content mastery as well as the sequence in which the major events take place
- by listening to his instructor's voice, he is listening to voice modulation, diction, pronunciation, and is learning how oral reading should sound as well as internalizing a good foundation for future silent reading

When the student has listened to the tape several times, he can turn over the cassette and dictate his own oral reading of that same material on his side of the tape, listen to himself, and re-tape as necessary. When he is satisfied, he will turn in his own tape to his instructor, who will monitor and plan the next lesson in accordance with progress noted on the taped performance.

Several other benefits from this method are: the student can study independently and privately; he learns to assume more responsibility for his own behaviors; he can progress at his own speed far more easily; he can recognize and transfer vocabulary to subsequent reading materials; and last, if used consistently and over a long enough period of time, increase in fluency becomes apparent. The danger can be to feel that the student is reading sufficiently well and withdraw him from the taped reading process too soon. If the student's new skills haven't had sufficient time to stabilize, his oral reading will again become choppy and halting. **Abundant practice is the key.** However, it must be kept in mind that neither this method nor any other will be the panacea for all reading problems. The instructor is advised to observe and evaluate carefully, fitting the program to the child -- not the child to the program.

Additional reading practice should be provided along with the taped reading focus. High interest-low reading level materials should be made available, and time in which to read them should be set aside, possibly later in the day. These need not always be taped, but can be chosen to reinforce skills covered by the taped readings. Such reading can also offer a means of evaluating how well the student is able to transfer skills. Is his general comprehension improving? How is he doing on the silent reading?

And, as a final comment, when he no longer needs the taped reading approach, it should, of course, be withdrawn. Then, as the saying goes, the best way to learn to read is to read, read, read!

CLASSROOM LEARNING CENTER

THREE

Almost any classroom can be arranged so that a separated area may be set up for independent learning tasks. Most of the direct-teaching activity takes place toward the front of the room near the blackboards and close to the instructor's desk. The rear of the room is usually reserved for reading tables, current interest materials, or project displays. A portion of the space toward the rear of the room could conceiveably be partitioned off into booths or carrels through strategic placement of bookcases, filing cabinets, or 4 x 4 foot wallboard panels mounted on a stand or base. Depending upon the size of the student population, anywhere from one to four booths could be provided.

When it is time to select the hardware for your classroom learning center, the overhead projector should probably be one of the first pieces of equipment chosen. The overhead projector is extremely versatile; it can be used with groups or individuals; it makes possible a wide variety of tasks and repetitions of specific tasks; and it commands student attention. Materials can be flashed on a screen or on the blackboard, concrete objects silhouetted on the screen can be grouped for math. Focus can be on letters, words, phrases, or sentences. Materials can be entered on small strips of acetate, or on full sized sheets. Color can be used for specific emphases. Forms, lines, letters or words can be written on the transparency during class with the student watching the process take place while they listen to the accompanying sound(s) produced by the instructor. Comparisons of troublesome words can be made very graphic. Review and reinforcement of reading vocabulary is simplified. It is really hard to ignore a word two to three feet high. Yes, the overhead projector has enormous potential.

Later, other pieces of equipment could be added. The tape recorder should probably be second, and is also a versatile piece of equipment. It can be used for the taped readings discussed earlier; taped spelling activities and other worksheets can be used; any subject material can be taped, not only reading, but math, social studies or history; several students can use the tape recorder at the same time via jacks and headphones; the instructor will find it easier to break

her class into several groups and can, through the use of the tape recorder, teach one or two groups indirectly on tape while she works directly with the remaining group.

The third major piece of equipment is the Language Master. Using headphones, the student can learn, reinforce, or review a wide variety of skills from single letter recognition to blending single letter sounds into whole words, spelling those words, eventually learning to dictate complete, original sentences onto the LM card. The student can intensively study one or two letter-name/letter-sound cards, or he can go over a review pack of cards for short /ă/ vocabulary, or he can work on sound discriminations in the initial, final, or medial positions. The LM provides one of the best independent study situations experienced by this writer, and makes it again possible to present tasks both visually and auditorily, thus establishing the necessary associative bond.

As each piece of hardware is acquired, a booth or carrel can be added. The booth can accommodate three or four students, while the carrel can accommodate two students at the most.

The major advantage of having a learning center within the classroom is that whenever reinforcement for a given task is needed, the student can select (or be given) the appropriate tape or LM cards and directed to the appropriate station. Prescriptive teaching is within immediate reach. The difficulty is diagnosed and the remediation task is assigned. Immediate feedback and evaluation are possible. The child, when his assigned task is completed, demonstrates whether or not he has mastered the assignment. If he has, he can go on to the next task. If not, he is reassigned that task or a different form of that task for the following day.

If a classroom learning center is planned, and if the room population is 12 students, for example, the following possibility might be considered. The usual class period is 50-55 minutes long. Direct teaching by the instructor will usually account for 15 to 20 minutes of that period. The entire class, then, is together during this 15-20 minute direct-teaching situation. The remaining 30 minutes can be broken into two 15-minute segments. The use of several short periods (rather than one long period) lends itself well to programmed use of learning stations. Class population can be divided into three groups; if our hypothetical class consists of 12 students, we will have a 4-4-4 grouping arrangement. During the first 15-minute segment, group 1 can be assigned to the tape recorder station(s), group 2 to the Language Master station(s), and the remaining students, group 3, can study at their desks. The instructor will then be able to circulate among the group 3 students, giving individual help as needed. During the second 15-minute segment, the groups can be rotated. Group 3 will now move to the tape recorder stations, group 1 will move to the Language Master Stations, and group 2 will work at their desks, at which time the instructor will work directly with group 2 as needed. On the following day during the first 15-minute segment after class, group 3 will go to the Language Master station(s), group 2 will work with the tape recorder station(s), and group 1 will work at their desks, and so on. With regularly scheduled student station assignments such as this, 2/3 of the class will be working independently during any given 15-minute segment, making it possible for the instructor to work with individuals of the remaining group. Theoretically, then, far more direct instructor/student interaction is possible in short, one-to-one sessions every other day. The net effect is: far more efficient use of the total 50-minute period; sufficient variety of activity to keep motivation, interest and productivity

at higher levels of performance; the student is given greater responsibility for completion of his own assignments; the instructor is freer, now, to work more with the students requiring additional assistance without wasting time of students who are ready to go on to the next step. And finally, the theory of individualized instruction can become a reality.

True, the preparation of such a program requires considerable effort, time, and organization on the part of the instructor. However, volunteers can be enlisted to assist with the taping of reading and spelling assignments or the writing and dictation of vocabulary on Language Master cards. But once the procedure and schedule are understood by and become familiar to all, the whole teaching/learning process becomes much more orderly and learning progress is speeded up.

To begin with, it is suggested that the above format be used only with the reading program. Later, it can be expanded to cover social studies, science and math with appropriate assignments being taped, and/or related vocabulary and/or basic numbers facts being entered on Language Master cards. Indeed, math facts are presently available from several commercial firms. There is no limit, really, to the variety of ways in which two, three or four simple pieces of hardware can be used to enrich, broaden, and reinforce content material introduced by the instructor during her direct-teaching presentation.

Following is a suggested schedule based upon the 50-minute period using, for example, the 9:00 a.m. to 9:50 a.m. time block, programmed for two tape recorder stations, two Language Master stations, and the students' own desks:

Population: A resource room or special education room consisting of 12 students.
9:00 to 9:20 = total group instruction:

STATIONS	9:20 - 9:35 a.m.	9:35 - 9:50 a.m.
Monday		
Tape Recorder (A)	Students 1 and 2	Students 9 and 10
Tape Recorder (B)	Students 3 and 4	Students 11 and 12
Language Master (C)	Students 5 and 6	Students 1 and 2
Language Master (D)	Students 7 and 8	Students 3 and 4
Desk Work (E)	Students 9, 10, 11, 12	Students 5, 6, 7, 8
Tuesday		
Tape Recorder (A)	Students 5 and 6	Students 1 and 2
Tape Recorder (B)	Students 7 and 8	Students 3 and 4
Language Master (C)	Students 9 and 10	Students 5 and 6
Language Master (D)	Students 11 and 12	Students 7 and 8
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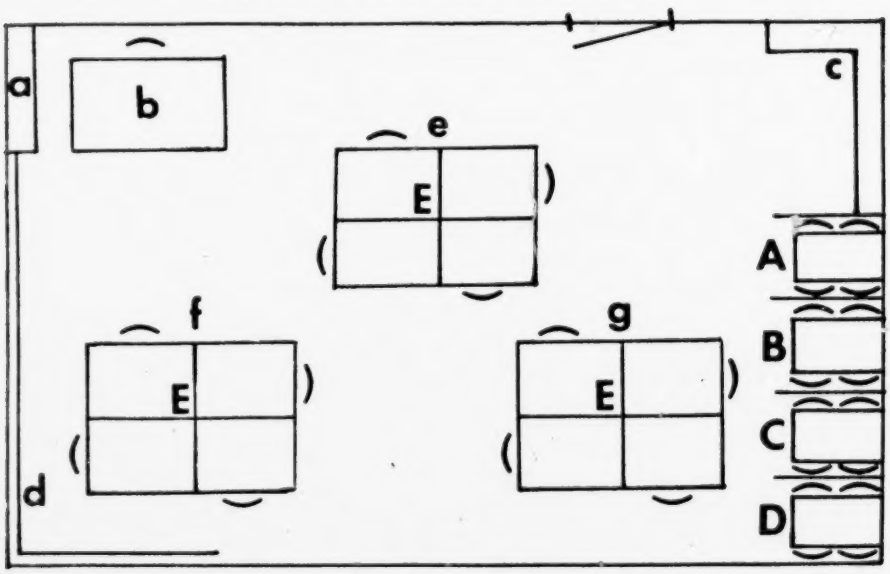
Language Master (D)	Students 3 and 4	Students 11 and 12
Desk Work (E)	Students 5, 6, 7, 8	Students 1, 2, 3, 4

With minor modification, this format can be adjusted to the regular classroom. It is unlikely that, of a class population of 25 to 30 students, more than 6 to 10 students would require the kind of activities described above. If so, they could be doing independent study in the learning center while the instructor works with the others. Groups can be rotated and/or shifted in accordance with usual practices.

The preceding schedule is based on a three-day cycle, planned so that within a three-day period, all students will have spent time at all stations. Replace the student numbers with names, and the schedule is ready for use. Numbers of students assigned to stations can be increased or decreased as the need arises, and depends, of course, upon the amount of available hardware.

Suggested floor plan for a classroom learning center:



CLASSROOM LEARNING CENTER

LEGEND:

a = Instructor bookcase
b = Instructor
c = Student reference and recreational reading center
d = Blackboards
e, f, and g = student desk groupings

A = Tape Recorder station (listen-dictate)
B = Tape Recorder station (listen-dictate)
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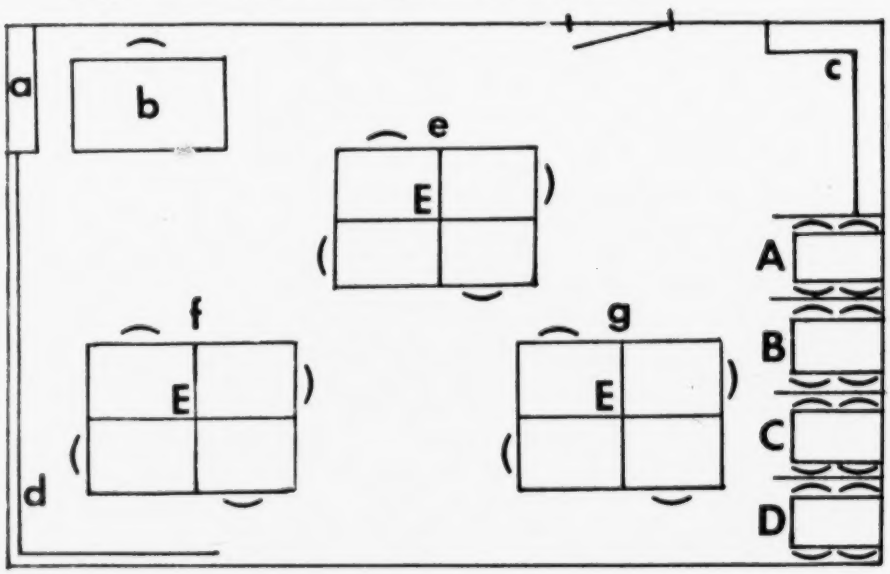

CLASSROOM LEARNING CENTER

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b = Instructor
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B = Tape Recorder station (listen-dictate)
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D = Language Master
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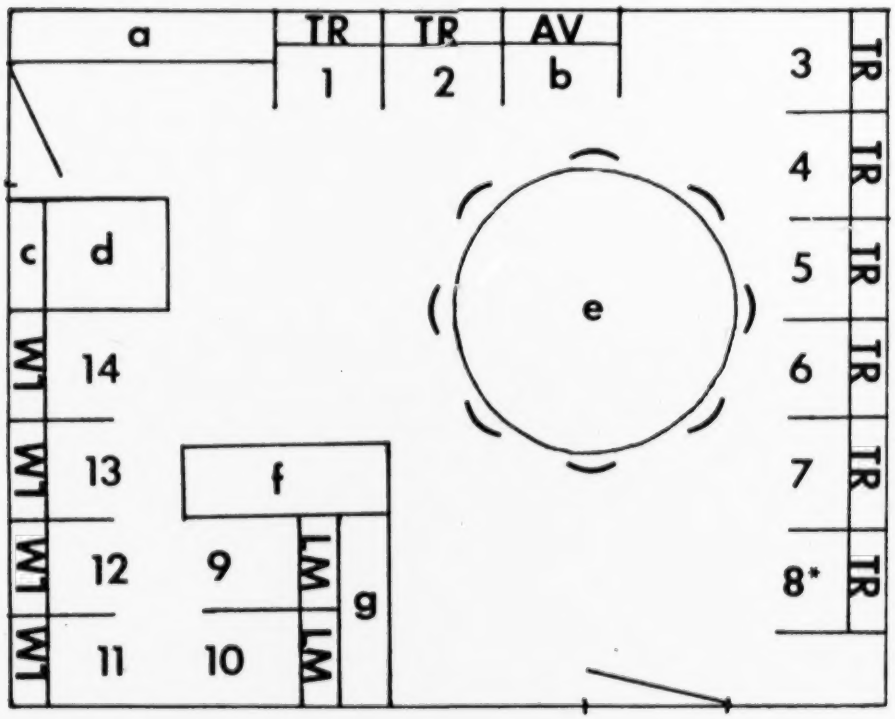
If your school system prefers to have a *Learning Lab* for general use by all classrooms, the floor plan which follows is suggested, but can be shifted according to user preference:



DESIGN FOR A CENTRAL LEARNING LAB

*This carrel contains a wireless TR with 12 headphones for group spelling tests, reading assignments, or recreational reading.

LEGEND:

TR = Tape Recorder (listen-dictate) carrels
LM = Language Master carrels

a = Cabinet for extra tape recorders, blank tapes, headphones, talk-back sets, projectors, film strips, blank LM (Language Master cards)
b = Carrel housing stand for AV (audio-visual) equipment
c = Filing cabinet for Frostig materials, other eye-hand, visual-motor tasks
d = Desk for Lab Supervisor
e = Table for supervised seat work such as making clay letters, tracing sandpaper letters, VAK letter or spelling practice
f = Cabinet for tapes and talking books
g = Cabinet for LM cards, divided as to sequence level, supplies, spelling tapes

Numbers 1 through 14 = Station numbers

FOUR

AREAS OF VISUAL ABILITIES

Visual perception abilities are the focus of this book due to the fact that good skills in this area are extremely important especially in the early school years and because our school programs place heavy emphasis upon activities in this area throughout the child's educational career.

According to Marianne Frostig (Frostig & Horne, 1964), *Visual perception is involved in nearly every action we take. Proficiency in visual perception helps children to learn to read, write, and spell, to do arithmetic, and to develop all of the other skills necessary for success in school work. Yet a great many children enter school inadequately prepared to perform the visual perceptual tasks required of them.*

The normal period of maximum visual perceptual development ranges from about 3 1/3 to 7 1/2 years of age. But in every classroom there are children who lag in their visual perceptual development. They are the children who in kindergarten or first grade--or even later--have not reached the visual perceptual maturity necessary to perform, day in and day out, the school tasks demanded in the curriculum for their grade . . . .

Some of the abilities necessary for good visual skills are:

- visual motor coordination
- visual reception
- visual discrimination
- visual memory
- visual sequential memory
- visual closure
- visual association

VISUAL MOTOR COORDINATION

Visual motor coordination is the ability to coordinate the movement of the eyes with the movements of a part, or parts of the body. Visual motor coordination can be further subdivided into gross and fine visual motor coordination.

Gross visual motor coordination would include activities such as bouncing and catching a basketball sized ball, drawing a large design, such as a circle, 24" in diameter on the chalkboard.

Fine visual motor coordination activities would include such things as: cutting, coloring, pasting, printing, writing in cursive, using pegboards, building with small blocks, and dressing activities such as tying, zipping and buttoning.

Children with difficulties in the visual motor coordination area may:

- Be unable to draw or reproduce what they can correctly see with their eyes. In other words the child may see designs as they truly appear but when he or she tries to draw the design or object their hand and eyes are unable to coordinate adequately to reproduce the design.

- During free time the child tends to participate in activities which do not require visual motor coordination, i.e., the child prefers to push a toy truck around the room instead of playing with puzzles or building blocks.

- Be unable to learn to correctly form manuscript and later on cursive letters even after a great deal of practice.

- Their papers may contain many erasers due to the fact that they make so many errors in letter formation.

VISUAL RECEPTION

Visual reception involves the ability to derive meaning from what is seen whether it concerns objects, letters, words, pictures, or other visually presented material. Examples of visual reception would include such things as:

- A young child seeing a person walking toward him and recognizing that person as his mother.

- Looking through a magazine, seeing a truck and being able to verbally state, *truck*.

- On a more advanced level visual reception would include the ability to read.

A child with a visual reception problem may have some of the following characteristics:

- The child may not have displayed much interest in picture books.

- He or she may have been slower than others in identifying pictures of objects.

- The child may fail to get context clues from reading the illustrations in readers and frequently cannot tell what is happening from the illustrations.

- The child may respond better to spoken words than to visual aids.

VISUAL DISCRIMINATION

Visual discrimination is the ability to see likenesses and differences between objects, letters, words and other visually presented material. It would include such things as:

- Identifying from the following pattern ■ ● ■ that the two squares look alike and the circle does not look like the squares and therefore is different.

- Being able to identify that a b and a d are different. Although they may look similar they are formed with the circles going on opposite sides of the vertical straight line.

- Being able to note internal detail and not confuse words such as *leg* and *log*.

- Being able to rapidly identify pictures or words that are presented with a tachistoscope.

A child who has difficulty in this area may:

- Have difficulty recognizing the various letters of the alphabet.

- Confuse words which appear similar such as *pink* and *pick* which require observing the inner detail or words such as *ship* and *snip* which require observing the general configuration.

- Try to appear to be reading the words but is really reading the pictures and just guessing at the general content of the story.

- Be unable to match letters or numbers as he may confuse letters that look alike but not depend on directionality as their difference (m for n, b for d).

VISUAL MEMORY

Visual memory is the ability to remember things that have been seen. It can be divided into two sub-categories:

1. Long term memory, being able to recognize a letter such as F when given a model, but unable to recall it without a pattern.

2. Short term memory, being able to recognize letters or numbers only momentarily.

Characteristics of children with visual memory problems would include:

- Not being able to remember an object after the object has been removed from the child's visual field.

- Unable to remember names of objects, letters, or words.

- Being able to read a word but not able to spell it when the word is spoken.

VISUAL SEQUENTIAL MEMORY

Visual sequential memory is the process involving memory, in a given order of something the child has seen. Examples of this skill would involve:

- Being able to write or repeat a list of words or numbers in the same sequence it was given.

- Retelling a story one has just read and being able to put the details in the proper sequence.

- Writing words utilizing the proper sequence of the letters within the words.

A child with difficulties in this area may show some of the following characteristics:

- Shows transpositions in reading and spelling, in writing his name, and in recognizing sight words, i.e., gril for girl, blcak for black.
- Difficulty finding the correct page number.
- Cannot remember a word or a series of numbers long enough to write it down.
- Quite dependent upon phonics for reading.
- Often reinforces what he sees by repeating it over and over again quietly to himself.

VISUAL CLOSURE

Visual closure refers to the ability to detect what particular word or phrase or object is being sought when only part of the word, phrase, or picture is seen. Examples of visual closure would include such things as:

- Recognizing an incomplete square such as this as being a square and being able to draw the missing lines thereby completing the square.
- Be able to recognize that incomplete words such as c_t as being cat with the a missing.
- Be able to successfully complete activities where the parts are put together to make a whole.

A child with difficulty in this area may:

- Not be able to put puzzles and similar materials together.
- Have difficulty recognizing what is missing if a letter is missing in a word or a part of a figure is missing from a picture of an object.

VISUAL ASSOCIATION

Visual association is the ability to organize what one sees by the relationships seen between the objects, pictures, or words. An example of visual association would include:

- Organizing pictures into groups such as clothing and food.
- Recognizing the similarities between objects such as a car and a bicycle are alike because they both have wheels and we can ride them.

Children with visual association difficulties may:

- Have difficulty relating concepts such as *How are a glove and a sock alike?*
- Have difficulty learning to classify and categorize concepts such as, *Is a potato a fruit or vegetable?*
- May have difficulties seeing absurdities in pictures such as a car with 5 wheels.

FIVE

LESSONS IN REMEDIATION

The remedial activities in this book have been organized into seven major areas: visual motor coordination, visual reception, visual discrimination, visual memory, visual sequential memory, visual closure, and visual association. These are by no means thought to be the only abilities found in the visual area, rather they were selected because of their close association to academic and social functioning. It should be noted that there is a great deal of overlapping between the various areas and some of the activities apply to more than one area.

Within each major area the activities have been divided into the readiness level, the academic level, and the advanced level. Please note that these levels are to be used only to provide a means of dividing the activities into sections which become progressively more difficult. Therefore, the teacher will be able to begin at the level the child is currently functioning in a particular skill area and by providing the various materials, activities, and time necessary for change, will be able to have the child functioning at a higher level when the program is completed. The levels were not intended to be used as a guide for denoting grade or room placement.

Each teacher should use the lessons in this publication to meet the needs of the children in his or her classroom. Some teachers may use the activities for a developmental program with all the children in the classroom while another teacher may present only certain activities to one student on an individual basis. Other teachers may present the activities to the entire class of children while singling out one or two children who have weaknesses in these areas to respond to the majority of tasks.

The amount of time allowed for the lessons will of course depend upon the number of children involved and their needs however general guidelines can be given. If you are working with one student on an individual program you will need to allow at least ten to fifteen minutes daily as the minimum amount of time. Small groups of three or four children will require a minimum of fifteen to twenty-five minutes daily. Larger groups of approximately 15+

children will require twenty to thirty-five minutes daily for a minimum working period. The time limits just stated are the number of minutes of actual time spent working with the child. Activities not to be included in this time limit would be the time it takes the child to get to or from the group or any type of teacher preparation. This only includes the time actually spent working directly with the child.

You have probably already noted that it is suggested that you present these lessons daily to the students. Daily presentations should be more beneficial to the student than presentations offered only three times a week. Likewise, presentations offered three times a week should be more beneficial to the student than presentations given only once a week. For programs of this type it is suggested that the student receive training daily.

As was stated earlier in this publication, our goal is to provide techniques for working with children who possess adequate visual acuity but do not respond to visual stimuli as others do. We do strongly urge teachers to recommend visual examinations by eye specialists just to be certain there is no defect in the visual mechanism and also visual examinations at appropriate yearly intervals. Gesell and others state that approximately 80% of learning occurs through vision; therefore, wouldn't it be a good investment to see that each child have a yearly visual examination?

In this book we are attempting to remediate disabilities in only one area, which is the visual area. In some instances some children may initially require additional clues from another sensory modality in order to understand what they are expected to do for the activity. For instance, it may be necessary to give auditory clues along with the visual information so the child can understand and respond to the task at hand. The additional clues should be gradually removed until the child is able to respond to only the visual information.

The suggestions for methods, techniques, and materials made in this handbook are not meant to be considered *cure-alls* or gimmicks. They have been presented as a review of programming that have been used by people working with children with some degree of success.

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....VISUAL MOTOR

LESSON 1 *READINESS*

Following Directions to Specific Targets

After the teacher has given verbal directions, the child will go to a specific visual object in the manner indicated with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Choose one child and tell him the way he is to move to a specific visual object in the room. Directions will be different in each room because of the differences in physical arrangements and children's names. The following are given as examples:

ACTIVITY

1. Sally, crawl to the door.
2. John, crawl to the window.

LESSON 2 *READINESS*

Traffic Light

When the teacher holds up a stimulus card, the children will respond by either walking around when they see the green card or standing still when they see the red card with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

2 stimulus cards -- circles drawn on 8½ x 11 tagboard pieces, one colored red, one colored green

MATERIALS

Hold up one of the cards. The children are to respond to that card with the correct motor activity.

ACTIVITY

LESSON 3 *READINESS*

Concentrated Focusing

After the teacher has named a target, the children will focus on that one object until the teacher indicates that time is up with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Give the children directions similar to the following examples:

ACTIVITY

1. Look at the clock until the blue hand (second hand) gets on the 7. Go.
2. Look at the clock until the big hand (minute hand) gets on the 4. Go.
3. Look at your feet until I tell you time is up.
4. Look at this pencil (hold up) until I say to stop.
5. Look at Tom until I say to stop.

LESSON 4 *READINESS*

Changing Focusing

After the teacher has indicated an object, the children will change their focus as quickly as possible to look at new targets with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

ACTIVITY

Give the children directions such as:

1. Look at the X on the chalkboard; now look at the window.
2. Look at the doorknob; look at the window; look at your feet.
3. Look at the reading table; look at this pencil (hold up); look at the window.
4. Look at the clock; look at the window; look at your feet; look at the chalkboard; look at my desk; look at your left hand.
5. Look at me; look at Mary; look at Tom; look at Jean; look at Sue; look at me; look at Tom; look at your feet.

LESSON 5 *READINESS*

Changing Distance Focusing

INSTRUCTIONAL OBJECTIVE

After the teacher has given a direction, the children will change their focus between near and far objects with 95% accuracy.

ACTIVITY

The following directions are offered as examples:

1. Tell each child to place a pencil on his desk. Say: *Look at the pencil; look at the window; look at the pencil; look at the window; look at the pencil.*

2. Tell each child to place a pencil at one corner of his desk and a crayon at the other. Then say: *Look at the pencil; look at my desk; look at the pencil; look at the window; look at the crayon; look at my desk; look at the pencil.*

3. For fun and variety, introduce many new small objects from time to time for near focusing. Examples would be: a walnut, a piece of macaroni and a paper clip on each child's desk. Say: *Look at the nut; look at the chalkboard; look at the paper clip; look at Tom; look at the nut; look at the window by my desk; look at the macaroni; look at the stars on the flag; look at the window over the fish tank; look at the paper clip.*

LESSON 6 *READINESS*

Follow the Ball

INSTRUCTIONAL OBJECTIVE

After the children have received directions from the teacher, they will focus on a ball and follow its path with their eyes without moving their heads with 90% accuracy.

MATERIALS

Balls of different sizes, shapes and colors, i.e., cage balls, medicine balls, footballs, plastic beach balls, base balls, tennis balls or pingpong balls.

ACTIVITY

1. Choose two children to go to the front of the room. Tell them to pass the ball back and forth between each other. The children still seated are to follow the path of the ball with their eyes without moving their heads.

2. Choose five children to go to the front of the room. Choose another child to be the *watcher*. The children at the front of the room are to turn their backs to the *watcher* and pass the ball from one person to another. At the teacher's command of STOP, the *watcher* is to identify the person holding the ball at that time. If the *watcher* is able to do so, he gets to trade places with that person at the front of the room.

3. Choose two children to go to the front of the room. Tell them to bounce the ball back and forth between each other. The children still seated are to follow the path of the ball with their eyes without moving their heads.

4. Choose two children to go to the front of the room. Tell them to toss the ball back and forth between each other. The children still seated are to follow the path of the ball with their eyes without moving their heads.

LESSON 7 *READINESS*

Spotlight

After the teacher has named or sighted the target, the children will turn their lights on that object with 95% accuracy. **INSTRUCTIONAL OBJECTIVE**

Flashlights **MATERIALS**

Darken the room and use one or more of these activities: **ACTIVITY**

1. Give verbal directions for sighting.
   Shine on the window.
   Shine on the doorknob.
   Shine on the flag.
   Shine on the window.
   Shine on the pencil sharpener.

2. Stand in front of the children and shine the light on objects without giving a verbal cue. This activity gives them two visual cues--the direction you are looking and the lighted object.

3. Stand behind the children and shine the light on objects without a verbal cue. Indicate that the children are not to look back but are only to look for the lighted object.

LESSON 8 *READINESS*

Moving Spotlight

After the teacher has selected a child, the child will follow the specified target with his flashlight as accurately as possible. **INSTRUCTIONAL OBJECTIVE**

Flashlights **MATERIALS**

Darken the room and use one or more of these activities: **ACTIVITY**

1. Select a person to be a *flasher*. Then select a person to be a *walker*. The *walker* is to go to the front of the room and move about within specified boundaries. The *flasher* is to keep his light shining on the *walker*.

2. Select another *flasher*. Then select two children to be *tossers*. The *tossers* are to slowly throw a large ball between them. The *flasher* is to follow the path of the ball as accurately as possible.

3. Select a person to draw a line on the chalkboard. The child chosen as the *flasher* is to try to keep the light on the line as it is drawn.

4. Make a path on the chalkboard with another flashlight. Indicate that the next *flasher* is to track that light with his flashlight.

LESSON 9 *READINESS*

Visual Tracking

INSTRUCTIONAL OBJECTIVE

As the teacher moves a pencil, the child will follow the path of the thumbtack that is stuck in the eraser with his eyes with 85 - 95% accuracy.

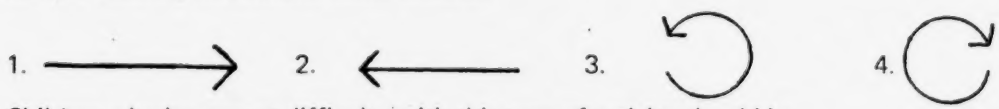
MATERIALS

Pencil with good eraser
Thumbtack
Chairs facing each other

ACTIVITY

Seat the child directly in front of and facing you. Then, very slowly and for only a few seconds at first, move the thumbtack in front of him. Tell the child to follow the thumbtack with his eyes while holding his head still.

Sample tracking movements could include:



Children who have great difficulty with this type of activity should be referred to an eye specialist.

LESSON 10 *READINESS*

Beanbag Throw

INSTRUCTIONAL OBJECTIVE

After the teacher has given directions, the children will take turns throwing beanbags until each child gets one in the basket.

MATERIALS

Beanbags
Baskets

ACTIVITY

Have the children stand in two lines, each line facing toward a different basket. The children are to take turns throwing one beanbag into a basket.

LESSON 11 *READINESS*

INSTRUCTIONAL OBJECTIVE

After the teacher has given directions, the children will play *Hot Potato* with 100% accuracy.

MATERIALS

Hot Potato toy

Seat the children on the floor in a circle. Have someone wind the Hot Potato. The children are to pass it around the circle without skipping anyone. Any child holding the Hot Potato when it goes off is eliminated. Anyone dropping or throwing the toy is also out and must move back outside the circle. Continue the round until only one person is left.

ACTIVITY

LESSON 12 *READINESS*

Rolling Catch

After the teacher has given directions, pairs of children will roll balls back and forth with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Round balls of different sizes

MATERIALS

This activity is more suited to the playground or gym than to the classroom. Decide on the best way to pair children up, and then tell them to go with their partner to an uncrowded part of the play area. They are to seat themselves, facing each other at a distance of three steps. Each pair is given a ball and told to roll the ball back and forth.

ACTIVITY

Walk among the children and provide variation by changing ball sizes or telling them to move further apart as they become able to roll to their partners.

LESSON 13 *READINESS*

Throwing Catch

After the teacher has given directions, pairs of children will throw balls back and forth with 90 - 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Ball of different sizes

MATERIALS

This activity is more suited to a playground area than to the classroom. Decide on the pairings and tell the children to go to an uncrowded part of the area with their partner.

ACTIVITY

Pairings can include good players with good players or poor players with poor players to equalize ability level. Good players can also be paired with poor players if it is done on the basis of, *I would like you to do everything you can to help Mary become a better ball handler.*

Players should stand fairly close together at the beginning and then move further apart as they become more skillful at catching and throwing.

LESSON 14 *READINESS*

Clipping the Box

After the teacher gives the starting signal, the children will put a pre-determined number of clothespins on their boxes before time is called.

INSTRUCTIONAL OBJECTIVE

Shoeboxes
Clip-type clothespins

MATERIALS

Begin with a small number of pins to give everyone a chance to stay in the contest for a few rounds. Raise the number of clothespins in each successive round so that a winner can be determined.

ACTIVITY

LESSON 15 *READINESS*

Beads in the Bottle

After the starting signal is given by the teacher, the children will put as many beads in a pop bottle as possible before time is called.

INSTRUCTIONAL OBJECTIVE

Beads
Empty pop bottles

MATERIALS

Give the signal. The children are to put as many beads, one at a time, into their individual bottles as possible within the time period allowed.

ACTIVITY

If the same people are consistent winners, play round robin in reverse and eliminate the winners each time. In this way, the slower winners will also have a chance to win.

Players may keep a tally of their best scores within specific periods of time and try to beat that record at another time.

LESSON 16 *READINESS*

Chain Making

After the starting signal is given by the teacher, the children race to see who can make the longest chain of plastic chips before time is called.

INSTRUCTIONAL OBJECTIVE

Plastic tokens

MATERIALS

Give the signal. The children are to string as many plastic chips together as possible within the time limit.

ACTIVITY

LESSON 17 *READINESS*

Sorting

After the teacher has distributed the supplies, the children are to place things that are alike in the same container with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Small items:
- macaroni
- dried beans
- tacks
- nails
- beads
- half-pound margarine containers

MATERIALS

ACTIVITY

The children are to sort out the material given to them by putting all the macaroni in one container, all the beans in another and so on. This can be an individual task done by one child or it can be a group project. Competition between children can be used if speed is desired.

LESSON 18 *READINESS*

Pouring

INSTRUCTIONAL OBJECTIVE

The children will follow the teacher's directions for pouring with 100% accuracy.

MATERIALS

Set up two pouring stations:

A Dry Station

- oatmeal
- cornmeal
- sand
- flour
- saucepans of different sizes
- measuring cup
- broom and dustpan

A Wet Station

- water
- oilcloth covering on the desk
- saucepans of different sizes
- drinking glass
- bottles of different sizes
- sponge

ACTIVITY

Begin a child at the dry station. Give him a verbal direction, such as *Pour the oatmeal from the box into the large pan.* Continue with directions such as these until each child is able to handle the measuring devices at the dry station. Begin with the large containers and move to the smaller ones as they become more adept at pouring. Let the children who become very skillful at the dry station go on to the wet one and hope that their skill continues.

LESSON 19 *READINESS*

Fastening Clothing Fasteners

INSTRUCTIONAL OBJECTIVE

After the teacher has demonstrated the way each fastener works, the children will experiment with the fasteners at each station.

ACTIVITY

Demonstrate how to use each fastener. Then tell the children to go to each station in groups and practice using the fasteners themselves. At each station, have a gadget board set up as well as pieces of actual clothing showing the particular kind of fastener.

Zipper station

zippers of different lengths on pieces of cloth that have been tacked on boards
old clothing having zippers, such as jeans, dresses, jackets
snow boots

Snap and gripper station

snaps and grippers on pieces of cloth that have been tacked on boards
old clothing having snaps and grippers, such as jeans, dresses, jackets, blouses, shirts, skirts

Button station
buttons of different sizes and shapes sewn on pieces of cloth that have been tacked to boards
old clothing having buttons, such as pants, dresses, jackets, blouses, shirts, skirts

Buckle station
old belt parts tacked onto boards
several belts with different types of buckles (the children can put the belts around themselves and then fasten the buckles)
buckle overshoes

LESSON 20 *READINESS*

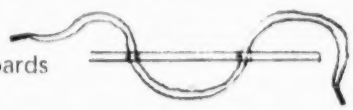
Shoe Tying

INSTRUCTIONAL OBJECTIVE

After the teacher has demonstrated the shoe tying procedure, the children will practice the same process individually.

MATERIALS

Shoestrings coming out of two holes in gadget boards



Old shoes

ACTIVITY

This will be the most difficult type of clothing fastener for the children to use. Make sure you walk around and give individual attention to the children having problems.

Follow this procedure for traditional tying
1. Tie the two laces together
2. Make a loop with one hand
3. With the other hand, pass the other lace around and behind the loop
4. Pass that lace through the bridge made by the loop and its own lace
5. Pull a loop through and tighten

For the children who do not seem to be able to master the traditional way of tying, try this procedure:
1. Make a loop in one lace with one hand
2. Make another loop in the other lace with the other hand
3. Stick your finger through the hole under the loops
4. Pull one loop over the other loop and through that hole
5. Tighten

LESSON 21 *READINESS*

Using Shop Tools

INSTRUCTIONAL OBJECTIVE

After the teacher has demonstrated simple ways of using the equipment, the children will use the tools at each station to complete specific directions.

ACTIVITY

Demonstrate simple ways of using each tool. Tell the children to do the same things you did when they go to a particular station.

Set up these stations:

1. *Ruler station*
   One 12" ruler
   One yardstick
   Chalkboard
   Chalk

The children are to draw two straight lines on the board, one with the foot ruler, the other with the yardstick.

2. *Hammer station*
   Hammers
   Box of nails
   Scrap lumber which is thicker than the nails are long so that the children will not pound nails into the furniture

The children are to pound three nails into a piece of lumber.

3. *Screwdriver station*
   Screwdrivers
   Screws which have been started into scrap lumber

The children are to finish screwing two screws into the lumber.

4. *Sandpaper station*
   Sandpaper squares of different grades
   Scrap lumber on which direction of the grain is indicated with an arrow

The children are to sand their piece of lumber in the direction of the grain of the wood.

LESSON 22 *READINESS*

Using Kitchen Tools

INSTRUCTIONAL OBJECTIVES

After the teacher has demonstrated simple ways of using each tool, the children are to use the tools at each station to carry out specific directions.

ACTIVITY

Demonstrate simple ways of using each utensil. Tell the children to do the same things you did when they go to a particular station.

Set up these stations:

1. *Eggbeater station*
   Eggbeater
   Bowl of water

The children are to turn the eggbeater slowly, then very fast without splashing any water.

2. *Ice cream scoop station*
   Ice cream scoop
   Instant potato mixture, made up
   Bowl

The children are to pick up a scoop of mashed potatoes and then drop them in the bowl.

3. *Potato masher station*
   Potato masher
   Instant potato mixture, made up
   Bowl

The children are to practice up-down and around type movements using the potato masher.

4. *Pancake turner station*
   Pancake turner
   Pieces of cardboard

The children are to practice picking pieces of cardboard up with the pancake turner.

5. *Mixing spoon station*
   Mixing spoon
   Bowl of water

The children are to practice stirring movements without spilling any water.

6. *Can opener station*
   Bottle opener
   Turn type can opener
   Bottles and cans that have not yet been opened

The children are to practice opening cans or bottles.

7. *Knife station*
   Margarine
   Bread
   Peanut butter
   Kitchen knives

The children are to spread one piece of bread with butter and one with peanut butter. They may eat the sandwich if they want.

LESSON 23 *READINESS*

Random Chalkboard Scribbling

INSTRUCTIONAL OBJECTIVE

The children will scribble any pattern they like on the board in the space available to them.

MATERIALS

Chalkboard
Chalk
Erasers

ACTIVITY

Allow enough room between children for free movement by each child. Tell the children to scribble on their section of the chalkboard. Tell them they can make any pattern they wish. When each child is almost finished, tell him to use the eraser in scribbling movements so that the board will be ready for the next child. This activity is particularly enjoyable when done to music.

LESSON 24 *READINESS*

Chalkboard Cleanup

INSTRUCTIONAL OBJECTIVE

After the teacher has given directions, the child is to erase and then wash the chalkboard using either vertical or horizontal straight lines.

MATERIALS

Chalkboard
Eraser
Well-wrung-out wet sponge

ACTIVITY

Tell the selected child that it is his turn today to clean the chalkboard. Demonstrate that he is to use either vertical or horizontal straight lines. *First, erase the entire board in this way* (indicate), *then, use the wet sponge on the whole board in this way.* Choose different children during the week so everyone has a turn.

LESSON 25 *READINESS*

Chalkboard Dot-to-Dot

INSTRUCTIONAL OBJECTIVE

After the teacher makes a dot on the chalkboard, the child will draw a line from his previous position to that dot in as straight a path as possible.

MATERIALS

Chalkboard
Chalk

ACTIVITY

Place a dot on the chalkboard. Tell the child to place his chalk on that dot. Make another dot. Tell the child to draw a line from the first dot to this dot. (Indicate)

Continue in this way with one waiting for the other. Begin with short spaces between dots and increase the distance as the child becomes more skillful at drawing straight lines.

Place dots in a random fashion on the board so that the child will need to change direction frequently. Be sure the child does not lift his chalk from the board after beginning.

LESSON 26 *READINESS*

Form Box

INSTRUCTIONAL OBJECTIVE

The children will insert the correct shapes through the corresponding holes in a form box within a specific time period.

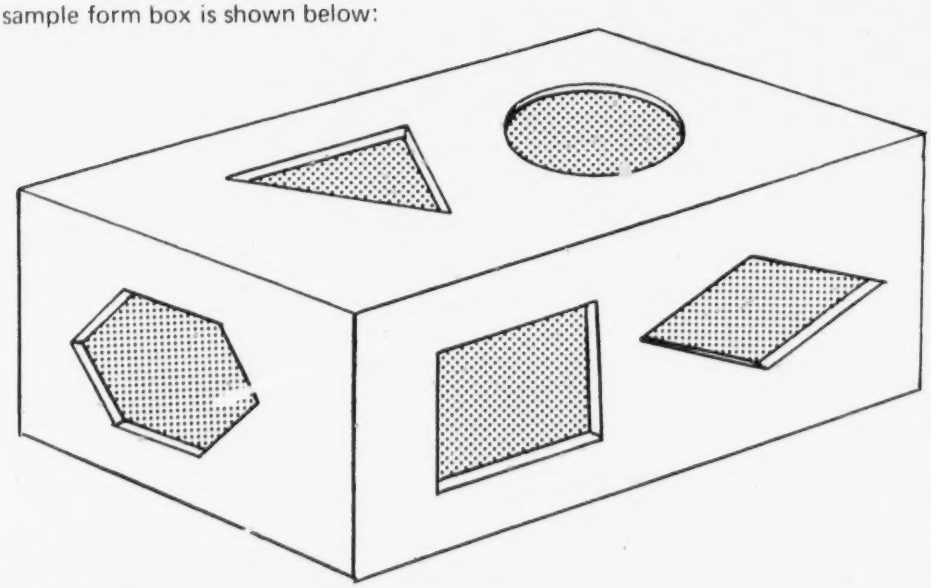
MATERIALS

Form box and shapes, commercially made

ACTIVITY

Tell the children that they are to put the correctly shaped blocks through the openings in their form box within a specified time period. Begin with a longer time period so that most of the children will be able to complete the task. Then shorten the time as the children become more skillful at inserting the shapes through the holes.

A sample form box is shown below:



LESSON 27 *READINESS*

Basic Forms -- Direction of Movement

INSTRUCTIONAL OBJECTIVE

After the teacher has shown the origin point and demonstrated the correct direction of movement, the children will indicate these patterns for each of the basic forms with 100% accuracy.

MATERIALS

Chalkboard
Chalk
Paper
Pencil
Teacher-made worksheet showing the basic forms showing origin points and direction of movement

ACTIVITY

Make each form on the chalkboard. For each one, follow this procedure:

1. Say, *This is where we start to make a circle.* (Indicate)

2. Then say, *This is the direction we go to make a circle.* (Indicate)

3. *That is the way I want you to make circles most of the time.*

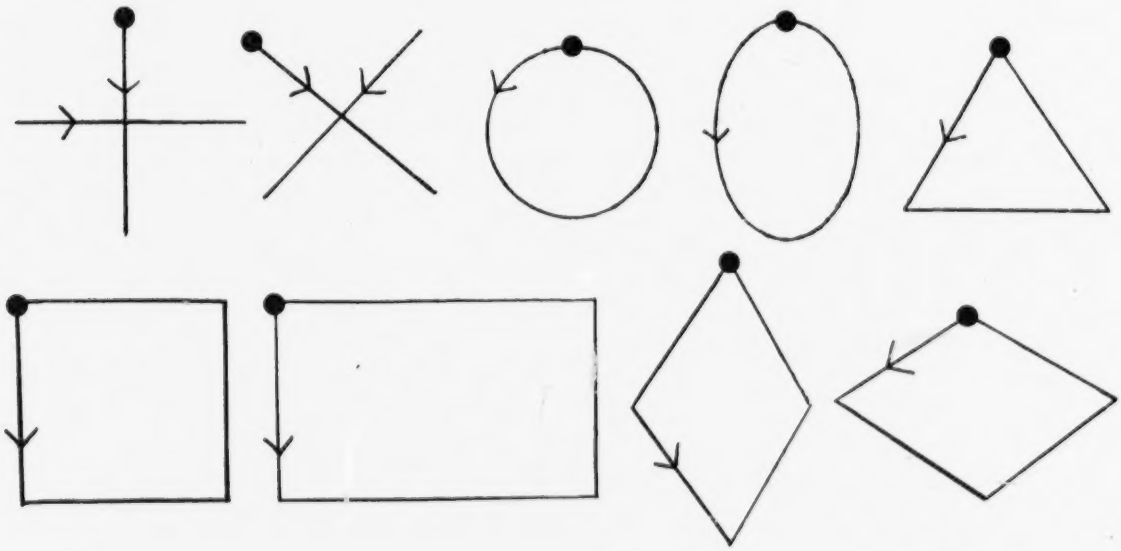
After you have made each form on the chalkboard, distribute the worksheet and go through each form pattern again in this way:

1. Say, *Find the small circle on each shape. Put your finger on it. Then we will follow the arrows with our fingers and trace around the shape in the right direction.*

2. Say, *Now you are to put your pencil on the small circle on the circle. Then follow the direction of the arrows and draw around the circle shape.*

Continue this type of activity until the children can come to the board, point to the origin place of each form and then indicate the correct direction to draw from there to make each form.

Examples that can be used on a teacher-made worksheet of the basic forms showing origin points and direction of movement are:



LESSON 28 *READINESS*

Drawing Single Basic Forms

INSTRUCTIONAL OBJECTIVE

After the children have practiced drawing basic forms with the aid of templates, they will be able to draw the same basic forms free-hand with at least 90% accuracy.

MATERIALS

Chalkboard
Chalk

ACTIVITY

Tell the chiidren to stand at the chalkboard and hold their template at eye level. Tell them to draw around the inside of the template 10 times without lifting the chalk from the board. The children then should put the template aside and trace over the lines on the board 10 more times.

Tell the children to erase the practice shapes and try to make one just like the template model. To check for accuracy, they are to put the template over their drawing and trace the template shape. Tell them to compare the template shape with their drawing in terms of smoothness of shape and size.

LESSON 29 *READINESS*

Coloring Basic Forms (Inside Templates)

After the teacher has given directions, the children will place the designated template on their paper and color inside that form with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Basic form templates -- circle, square, rectangle, triangle, diamond
Crayons
Paper

MATERIALS

Tell the children which template they are to use. Tell them to center the template on their paper and hold it securely with one hand. With the other hand, they are to color the shape inside the template.

ACTIVITY

LESSON 30 *READINESS*

Coloring Basic Forms (Inside Template Outlines)

After the teacher has given directions for a specific form, the children will choose the correct template, draw the form, remove the template and then color the form with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Basic form templates -- circle, square, rectangle, triangle, diamond
Crayons
Paper

MATERIALS

Name the template the children are to use. They are to center it on their paper, and with a dark crayon, they are to draw around the inside edges of the template. Tell them to remove the template and color the shape on their paper as carefully as possible. Tell them to try to stay inside the dark outline.

ACTIVITY

LESSON 31 *READINESS*

Basic Forms (Potato Printing)

After the teacher has given directions, the children will make free form designs using potato prints of the basic forms.

INSTRUCTIONAL OBJECTIVE

Potatoes
Sharp knife
Ink pads of different colors
Paper

MATERIALS

Cut the basic shape patterns on the potatoes in advance, using circles, squares, rectangles, diamonds and triangles. Group the children at tables and tell them they are to share potatoes and ink pads to make any design they like.

ACTIVITY

LESSON 32 *READINESS*

Basic Forms (Chalking In Activity)

INSTRUCTIONAL OBJECTIVE

After the teacher has drawn a basic form on the board, the child will make the same form inside the original with the side of his chalk as many times as possible.

MATERIALS

Chalkboard
Chalk

ACTIVITY

Draw one of the basic forms on the board. Tell a child that he is to use the side of his chalk. He is to keep doing this until there is no more space inside the shape. Below is a sample illustration of a chalked-in basic form.

LESSON 33 *READINESS*

Basic Forms (Drawing Forms Inside the Original)

INSTRUCTIONAL OBJECTIVE

After the teacher has distributed worksheets showing a specific form, the children will draw as many shapes inside the original as possible without allowing any lines to touch.

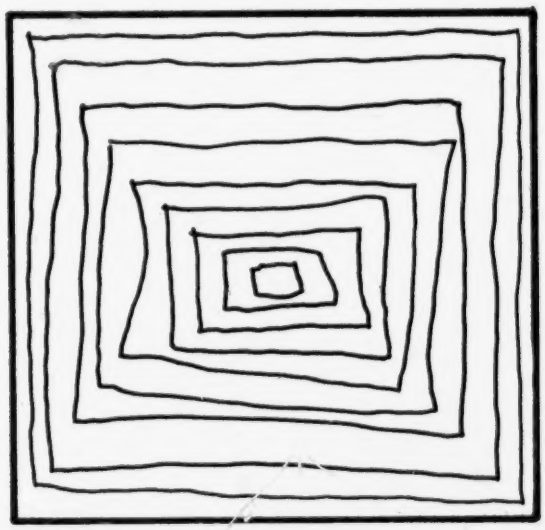
MATERIALS

Teacher-made worksheets showing the basic forms
Pencils

ACTIVITY

Distribute worksheets for the square. Tell the children to draw from the *outside in*, as many squares as possible inside the original, without allowing any lines to touch.

The following is a sample illustration of how a child should complete the worksheet.



LESSON 34 *READINESS*

Basic Forms (Used as Base for More Complex Picture)

INSTRUCTIONAL OBJECTIVE

After the children have drawn a basic form with the template they will use that shape as the base for a more complex picture. This should be an exploring activity and should be evaluated in terms of whether the child is able to use his imagination in making a more complicated picture.

MATERIALS

Basic form templates -- circle, square, rectangle, triangle, diamond
Chalkboard and chalk
Paper and pencils

ACTIVITY

Divide the children so that some can work at the chalkboard and others will be working at their desks. Tell the children to use their templates to make a circle. Then tell them to make their circles into more complex pictures.

LESSON 35 *READINESS*

Double Basic Forms

INSTRUCTIONAL OBJECTIVE

The children will practice until they can draw double basic forms by using both hands simultaneously, according to direction-of-movement instructions given by the teacher.

MATERIALS

Chalkboard
Chalk

ACTIVITY

Tell the children to make a dot at nose level on the chalkboard and tell them to keep looking at that dot all the time they are drawing. Then tell them the shape and direction of movement they are to practice.

The movement pattern for the circle is illustrated:

1. Circles go out from the midpoint

2. Circles go in toward the midpoint

3. Both hands go clockwise

4. Both hands go counterclockwise

Because the children are to make the shapes with both hands, it is important to allow enough space between the children for them to use full-arm movements. Follow the same patterns for double squares, rectangles, triangle and diamonds.

LESSON 36 *READINESS*

Tracing

INSTRUCTIONAL OBJECTIVE

After the teacher has made the figure on the chalkboard, a child will trace over it according to the specified direction-of-movement pattern.

MATERIALS

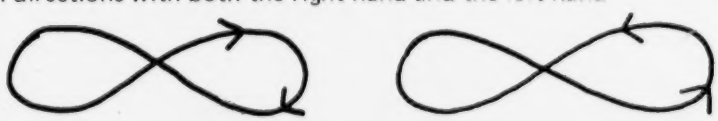
Chalkboard
Chalk

ACTIVITY

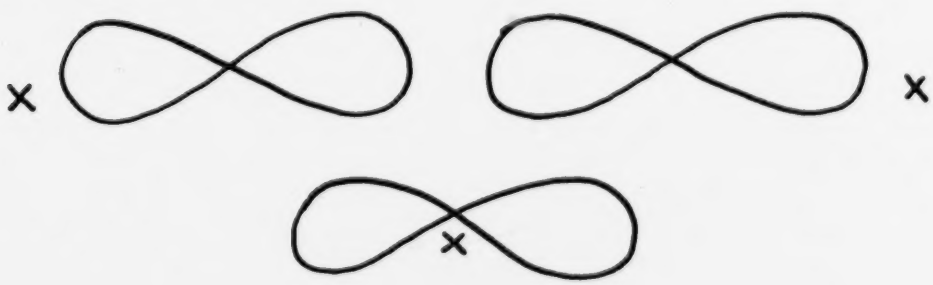
Make the figure on the board, approximately two feet wide and ten inches high.

The child is to trace over the figure in these ways:

1. Both directions with both the right hand and the left hand



2. Have the child stand so the entire figure is to the right of his body, so that the entire figure is to the left of his body and so that he is directly in front of the middle of the loops.



LESSON 37 *READINESS*

Coloring (Simple to More Complex Progression)

INSTRUCTIONAL OBJECTIVE

After the children are able to color simple pictures they will progress to more complex ones with 95 - 100% accuracy.

MATERIALS

Coloring books
Crayons

ACTIVITY

If possible, have each child furnish one or two coloring books to use for projects such as these. Be selective and ask the children to begin with the simpler pictures and only move to more complex ones as they become more skillful in handling their crayons.

Two samples of coloring book pictures follow, one very simple and the other somewhat more complex.

LESSON 38 *READINESS*

Coloring (Like a Model)

After the teacher has distributed pictures, the children will color theirs like the one shown to them, with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Pictures -- one previously colored to be used as a model by the children

MATERIALS

Hand out the pictures to be colored. Tell the children they are to make their picture look just like this one. (Hold up.) Place the picture in a good location so everyone can see it.

ACTIVITY

LESSON 39 *READINESS*

Coloring (Matching Color According to Color of Outlined Part)

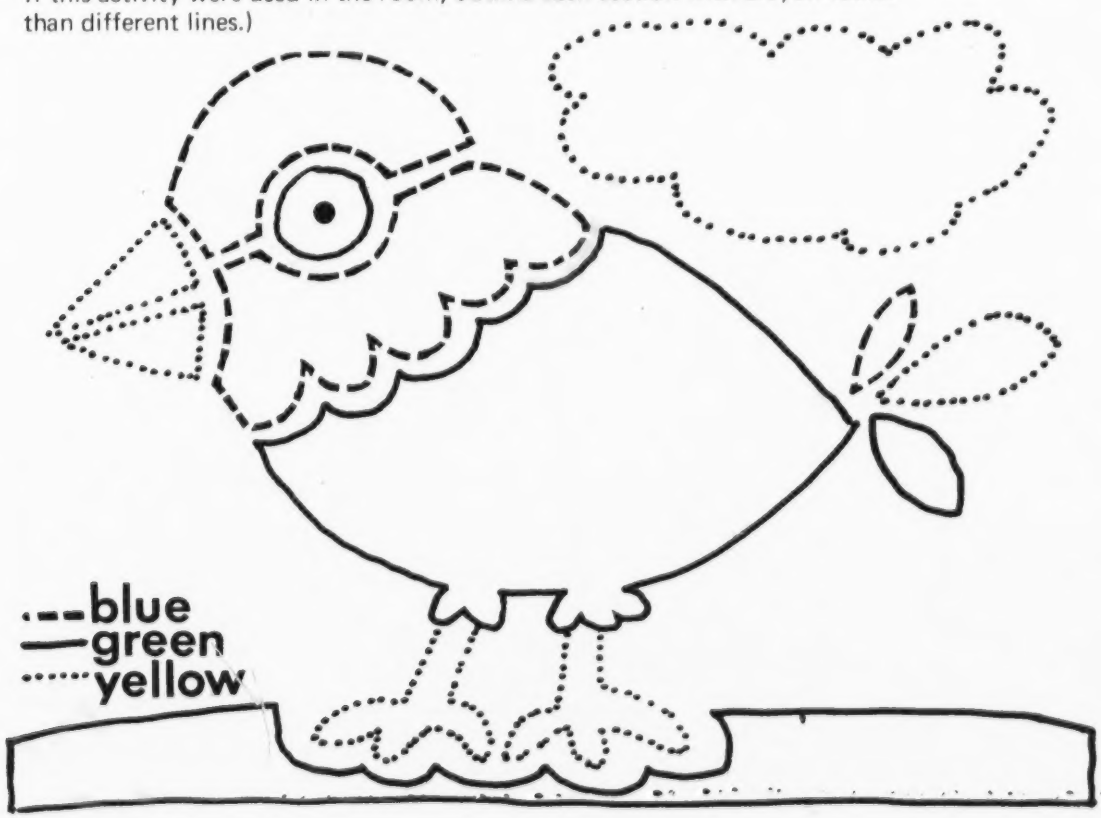
The children will select the crayon that matches the outlined color of part of the picture and color that section within the boundaries.

INSTRUCTIONAL OBJECTIVE

Coloring page -- parts of the picture to be outlined in the color that a particular section is to be in the finished product
Crayons

MATERIALS

In the following picture the children are to match colors within the boundaries of the colors. (It was necessary to use different lines to indicate the boundaries. If this activity were used in the room, outline each section with crayon rather than different lines.)



LESSON 40 *READINESS*

Coloring (Matching Shape Code to Specific Colors)

INSTRUCTIONAL OBJECTIVE

After the teacher has explained the color-shape code, the children will color the picture by matching the correct shape to the correct color.

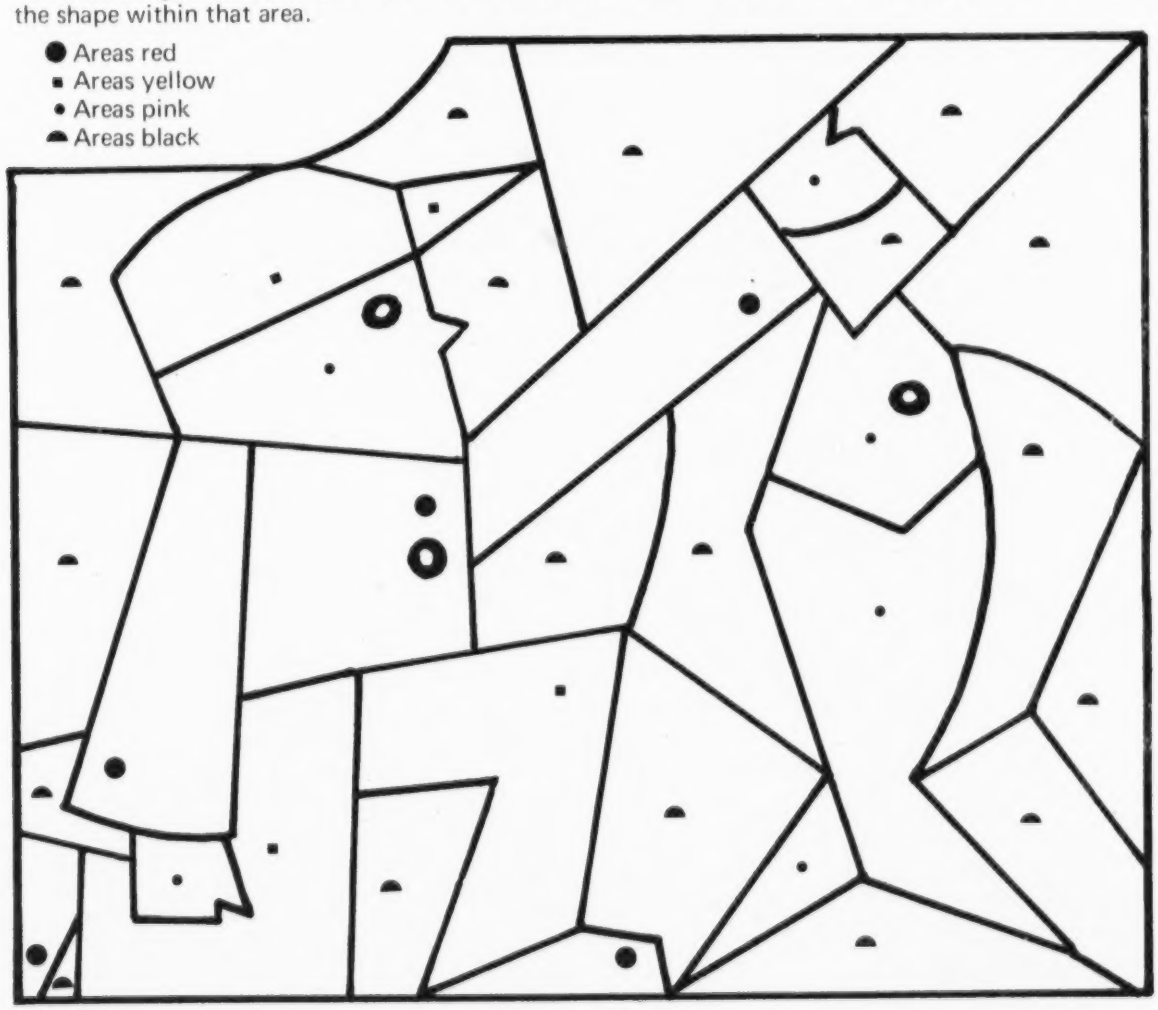
MATERIALS

Coloring sheet
Crayons
Chalkboard
Chalk

ACTIVITY

Distribute the coloring sheets. Draw a red circle, a yellow square, a pink triangle and a black double diamond on the chalkboard. Tell the children that they are to match the colors with the shapes on their coloring sheet.

The following is a sample coloring sheet in which the children are to color a defined area according to the shape within that area.



LESSON 41 *READINESS*

Random Cutting

The children will practice cutting different materials to develop better scissors skills.

INSTRUCTIONAL OBJECTIVE

Paper of different textures and thicknesses
Clay
Marshmallows
Scissors

MATERIALS

Place each of these supplies at a different station in the room and send a small group of children to each station. Tell them to practice cutting the material at their particular station.

ACTIVITY

LESSON 42 *READINESS*

Cutting a Fringe

After the teacher has demonstrated how to cut lines from the edge of the paper toward the center, the children will fringe their own papers.

INSTRUCTIONAL OBJECTIVE

Paper -- you may wish to use scrap paper
Scissors

MATERIALS

Distribute paper and scissors to each child. Tell them they are to make a fringe along the side of their paper like this. (Demonstrate)

ACTIVITY

LESSON 43 *READINESS*

Cutting (Along Lines)

The children will show progress in cutting along different kinds of lines.

INSTRUCTIONAL OBJECTIVE

Teacher-made worksheets showing lines

1. Straight lines
2. Curved lines
3. Angled lines

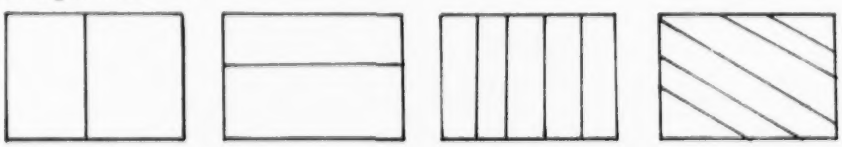
Scissors

MATERIALS

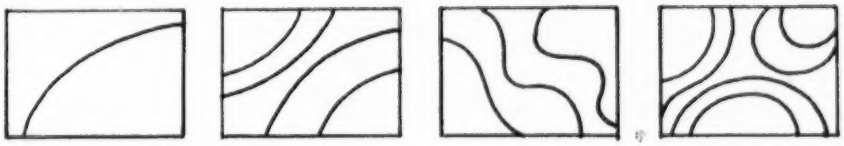
The children should practice cutting straight lines before progressing to the more complicated curved and angled lines. Individual children may need to spend a good deal of time working at a particular level. Samples of each of the above lines (to be drawn on 8½" x 11") are:

ACTIVITY

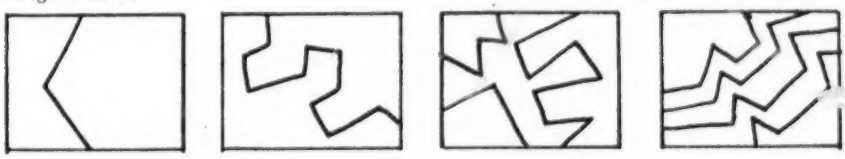
1. Straight lines



2. Curved lines



3. Angled lines



LESSON 44 *READINESS*

Cutting (Basic Forms)

After the teacher has named a basic form, the children will select the proper template, draw the figure with the aid of the template and then cut the shape out with 90% accuracy.

INSTRUCTIONAL OBJECTIVE

Basic form templates -- circle, square, rectangle, triangle, diamond
Paper
Scissors
Pencils

MATERIALS

Distribute the materials. Name the form you wish, tell the children to select the proper template, draw that shape with the template and then cut the pencil drawing out.

ACTIVITY

LESSON 45 *READINESS*

Cutting (Simple to More Complex Progression)

As the children develop cutting skills, they will be able to cut more complicated figures with 90% accuracy.

INSTRUCTIONAL OBJECTIVE

Coloring book pictures
Scissors

MATERIALS

Begin with simple pictures and progress to more difficult ones as the children become more skillful in handling the scissors. Examples of pictures follow on the next page.

ACTIVITY

Illustration of a simple picture to be cut out:

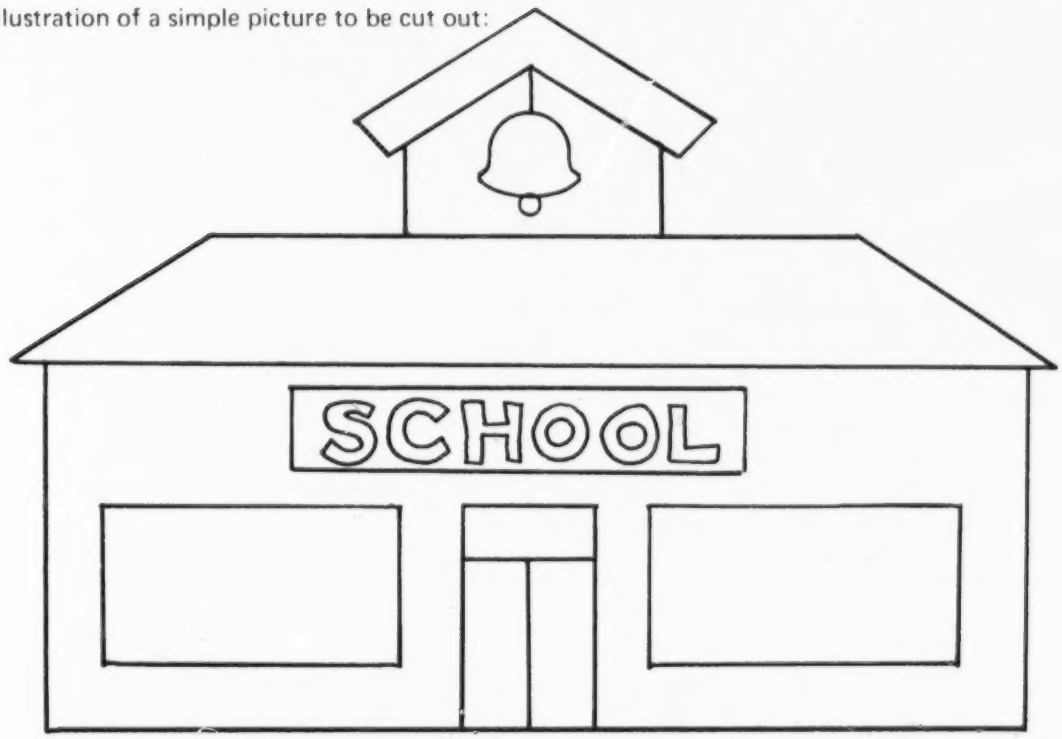


Illustration of a more complex picture to be cut out:

LESSON 46 *READINESS*

Random Hole Punching

INSTRUCTIONAL OBJECTIVE

After the teacher has given directions, the children will make as many holes as possible without touching any other holes in a specific amount of time.

MATERIALS

Scratch paper
Paper punches

ACTIVITY

The number of children involved in this activity at once will be determined by the number of paper punches available. If the same children are always winners, a round robin in reverse can be played with the winners eliminated each time. In this way, the slower players will also have a chance to win sometimes. All the children can keep a record of their best scores within a specific time limit and then try to beat their own record at later times.

LESSON 47 *READINESS*

Target Hole Punching

INSTRUCTIONAL OBJECTIVE

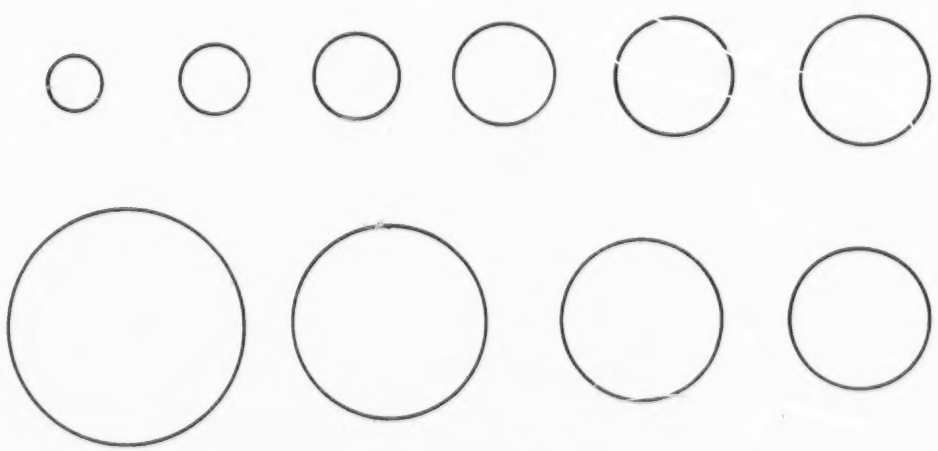
After the teacher has given directions, the children are to try to punch a hole inside each target circle within a specific time limit.

MATERIALS

Teacher-made worksheets showing rows of circles
Paper punches
Scissors

ACTIVITY

Tell the children to try to punch a hole in the middle of each circle. Tell them that they will need to cut the circles away as they finish a group so their paper punches will reach into the center of the circles. Begin with a longer time period and shorten it as the children become more skillful at using the paper punches. You can make whole worksheets of circle rows, using one or all these sizes on a particular sheet.



LESSON 48 *READINESS*

Block Placing

INSTRUCTIONAL OBJECTIVE

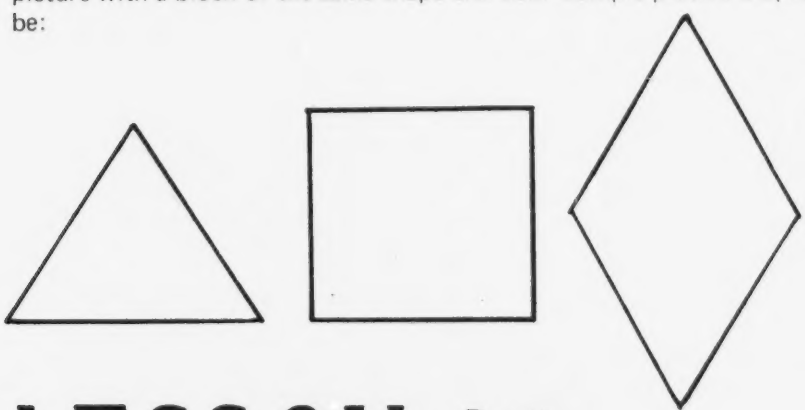
After the teacher has given the directions, the children will cover each pencil drawing with a block of the same size and shape with 100% accuracy.

MATERIALS

Parquetry blocks
Teacher-made worksheet showing various shapes

ACTIVITY

Distribute the worksheets and blocks. Tell the children they are to cover each picture with a block of the same shape and size. Sample picture shapes could be:



LESSON 49 *READINESS*

Cardboard Shape Placing

INSTRUCTIONAL OBJECTIVE

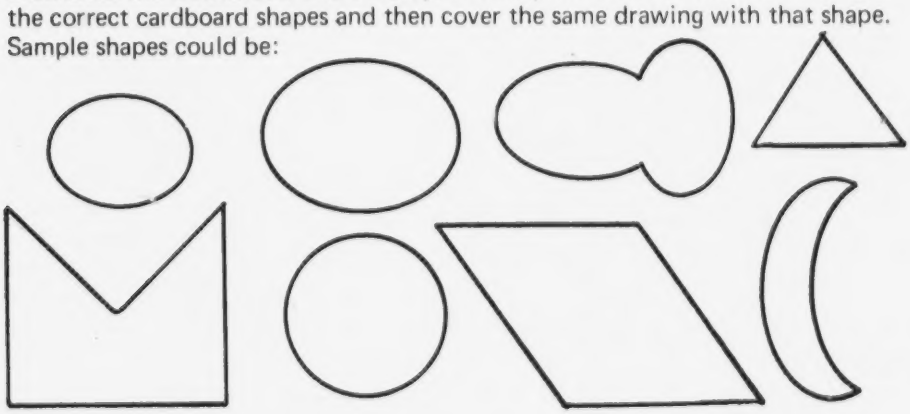
After the teacher explains the directions, the children are to cover worksheet shapes with cut-out cardboard shapes with 100% accuracy.

MATERIALS

Teacher-made worksheet
Envelopes of cardboard shape cut-outs

ACTIVITY

Distribute the worksheets and envelopes of shapes. Tell the children to choose the correct cardboard shapes and then cover the same drawing with that shape. Sample shapes could be:



LESSON 50 *READINESS*

Random Pasting

INSTRUCTIONAL OBJECTIVE

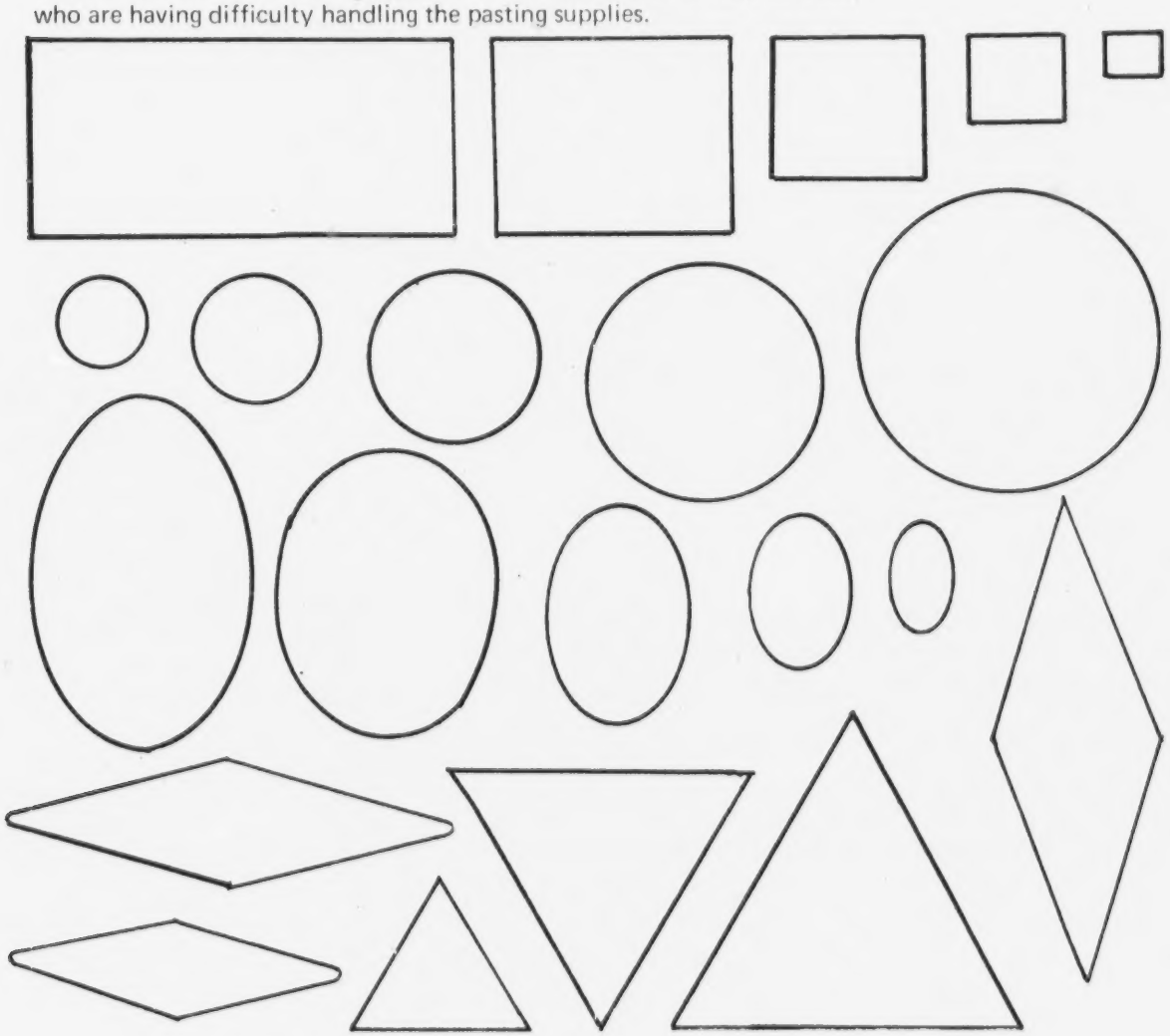
After the teacher distributes supplies, the children are to be evaluated on whether or not they show development in developing appropriate pasting skills.

MATERIALS

Teacher-made worksheet showing many shapes of different sizes
Drawing paper
Scissors
Paste

ACTIVITY

Distribute supplies. Tell the children there are no rules about the design they wish to make. They are to cut the shapes out of the worksheet and paste them on the sheet of drawing paper. Walk around and offer help to those who are having difficulty handling the pasting supplies.



LESSON 51 *READINESS*

Pasting on Specific Places

After the teacher explains the directions, the children will cover the worksheet shapes by pasting the cut-out shapes over them.

INSTRUCTIONAL OBJECTIVE

Teacher-made worksheet showing pictures of shapes
Envelopes containing construction paper cut-out shapes
Paste

MATERIALS

Distribute the supplies. Tell the children they are to paste the shapes they have in their envelopes onto the correct shapes drawn on their worksheet. The worksheet just used for cutting and pasting shapes at random could be used.

ACTIVITY

LESSON 52 *READINESS*

Paper Folding (Along Lines)

After the teacher gives directions, the children are to fold along the indicated lines with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

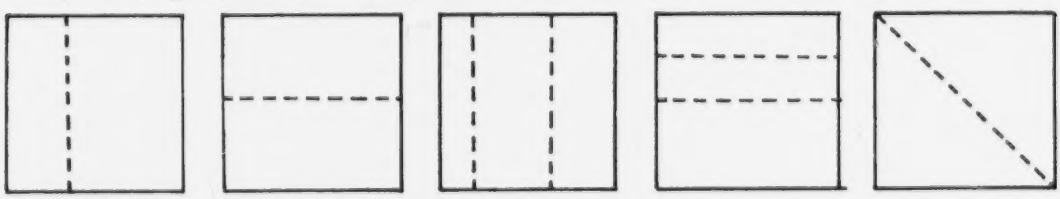
Paper showing folding lines -- you may wish to use scrap paper

MATERIALS

The children are told to fold each paper along the lines indicated.

ACTIVITY

Sample folding patterns could include:



LESSON 53 *READINESS*

Paper Folding (For Letters)

After the teacher has provided practice time with marked sheets, the children will fold blank sheets so they will fit smoothly into standard size envelopes.

INSTRUCTIONAL OBJECTIVE

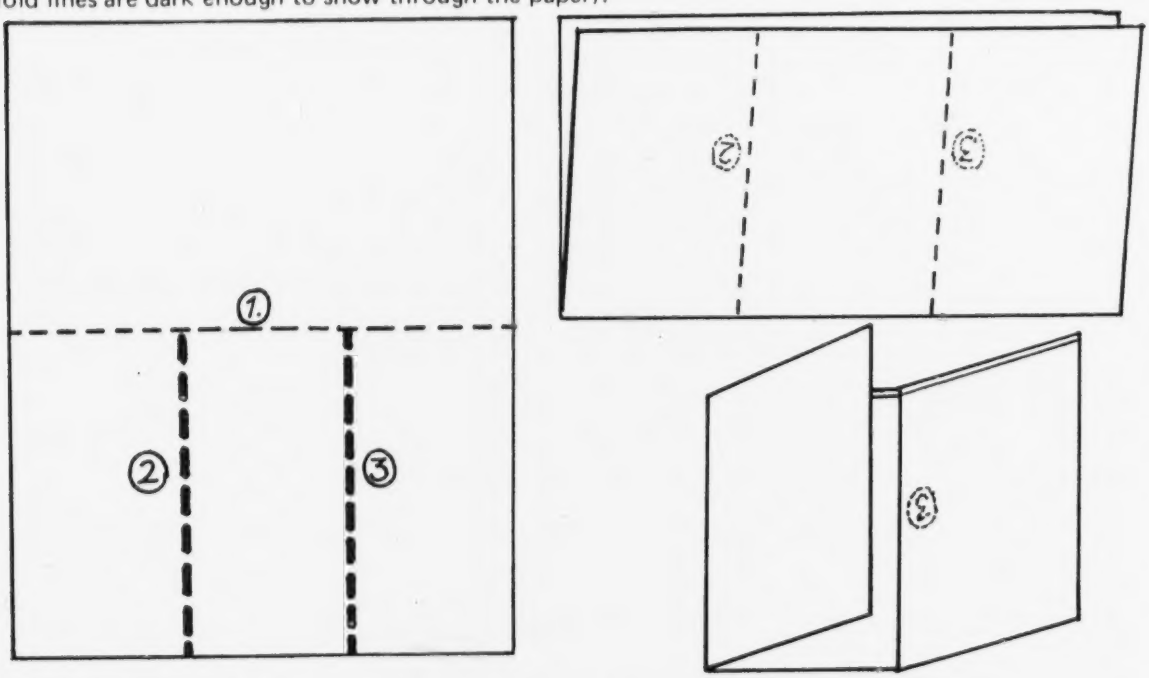
Practice folding sheets marked with fold lines
Blank paper
Envelopes, regular and legal size

MATERIALS

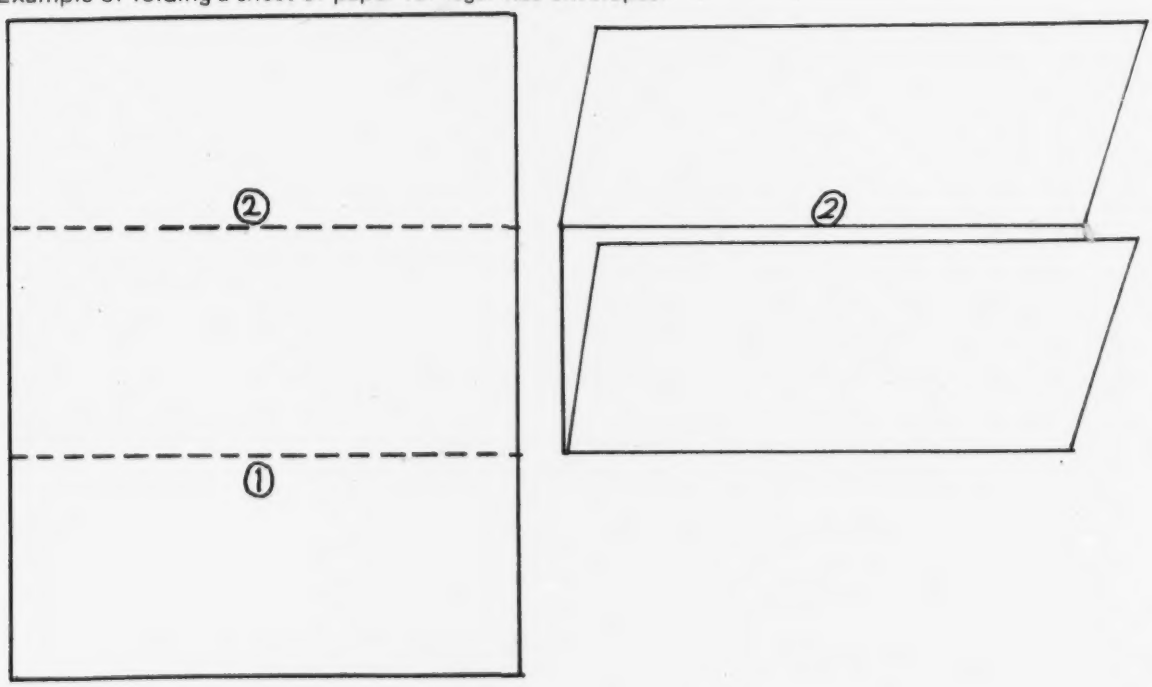
Tell the children they are going to learn the proper way to fold letters. Show them both the regular size and legal size envelopes and a piece of 8½" x 11" paper. Demonstrate the ways of folding to fit both envelopes. Have the children practice with the marked sheets for several sessions before expecting them to be able to fold the blank sheets.

ACTIVITY

Example of folding a sheet of paper for regular size envelopes (make sure that the second and third fold lines are dark enough to show through the paper).



Example of folding a sheet of paper for legal size envelopes.



LESSON 54 *READINESS*

Erasing

After the teacher has distributed the worksheets, the children are to erase the lines with 90% accuracy.

INSTRUCTIONAL OBJECTIVE

Worksheets showing lines or old worksheets
Erasers

MATERIALS

Distribute the material to be erased. Tell each child to erase as well as he can without ripping his paper. Tell the children not to turn their papers after they have started. Erasing can be a very frustrating experience for children so begin with light lines and progress to darker ones as they develop skill in erasing.

ACTIVITY

LESSON 55 *READINESS*

Colored Inch Cube Activities

After the teacher has given the directions for the specific activity using colored inch cubes, the children are to follow those directions with 90 -- 100% accuracy depending on the complexity of the task and the children's developmental skill level.

INSTRUCTIONAL OBJECTIVE

Colored inch cubes
Teacher-made design cards or commercial set of design cards for colored inch cubes
Drawing paper
Crayons

MATERIALS

The children should be able to do each of the following activities:

ACTIVITY

1. Distribute a design card to each of the children. Tell them to cover each of the cubes in the drawing by placing a cube of the same color directly on the picture.

2. Make a model of colored inch cubes. Tell the children to copy that same design with their cubes.

3. Distribute design cards to the children. Tell them to copy the design they see on the card with their cubes. They are <u>not</u> to place the cubes on the drawing in this activity.

4. Build a model of colored inch cubes. Tell the children to draw a picture of that design and use the matching crayons to color the picture.

LESSON 56 *READINESS*

Parquetry Block Activities

After the teacher has given the directions for the specific activity using parquetry blocks, the children will follow those directions with 90 - 100% accuracy, depending on the complexity of the task and the children's developmental skill level.

INSTRUCTIONAL OBJECTIVE

MATERIALS

Parquetry blocks
Design cards for parquetry blocks
Drawing paper
Crayons

ACTIVITY

The children should be able to do each of the following activities:

1. Distribute a design card to each of the children. Tell them to cover each of the blocks shown in the drawing by placing a block of the same color, size and shape directly on the picture.

2. Make a model of parquetry blocks. Tell the children to copy that same design with their blocks.

3. Distribute design cards to the children. Tell them to copy the design on the card and their blocks. They are not to place the blocks on the design card in this activity.

4. Build a model of parquetry blocks and tell the children to draw a picture of the design and color it with the corresponding crayons.

LESSON 57 *READINESS*

Pegboard Activities

INSTRUCTIONAL OBJECTIVE

After the teacher has given the directions for the specific pegboard activity desired, the children are to follow those directions with 90 - 100% accuracy depending on the complexity of the task and the childrens' developmental skill levels.

MATERIALS

Pegboards
Pegs
Cardboard overlays

ACTIVITY

The children should be able to do each of the following activities:

1. Distribute cardboard overlays, pegboards and pegs to each child. They are then to match the color shown in the overlay and insert a peg of that color through the cardboard into the pegboard. Continue in this way until the picture is completed. (Pegboard cardboard overlay pictures and geometric forms are available from Developmental Learning Materials.)

2. Make a pattern on a pegboard. Tell the children to copy that same pattern on their boards.

3. Distribute pegboard design cards. Tell the children to copy the design shown on the card on their own pegboards.

LESSON 58 *READIN*

Rubber Band Activities

INSTRUCTIONAL OBJECTIVE

After the teacher has selected the pattern and placed the pattern card over the nails on the board, the child will duplicate the pattern shown with the colored rubber bands with 90 - 100% accuracy, depending on the complexity of the design.

Rubber band board
Pattern cards
Rubber bands
(A commercially prepared kit containing all these materials is available from Teaching Resources and others.)

INSTRUCTIONAL OBJECTIVE

Select the pattern desired. Line up the holes in the card with the nails on the board and place the card on the board.

ACTIVITY

The child is to duplicate the design he sees by stretching the rubber bands around the correct nails. Begin with simple designs, using only one color, and progress to more complex designs as the children develop skill in copying rubber-band patterns.

LESSON 59 *READINESS*

Bead Stringing Activities

After the teacher has explained the activity to be done with bead stringing, the children will do that activity with 90 - 100% accuracy depending on the complexity of the task and their developmental skill level.

INSTRUCTIONAL OBJECTIVE

Beads
Stringing materials
Bead sequences

MATERIALS

The children are to practice all the following bead activities:

ACTIVITY

1. Random bead stringing. Tell the children to make any pattern they wish on their strings.

2. Make a bead pattern on a string and place it in front of the children. Tell them to copy that pattern on their own strings.

3. Have a string prepared for each child showing different sequences of four beads.

Tell the children that they are to look at their particular beads and make another sequence just like it on the same string. After a child has duplicated the sequence, he is to pass the string on to the next child who will then repeat that same sequence. Continue in this way until the strings are full or until everyone has had a turn.

LESSON 60 *READINESS*

Insert Board Activities

After the teacher has demonstrated how to replace the pieces in an insert board or stencil set, the children will match the correct pieces with the corresponding holes with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Insert boards (commercially made)
Stencil boards (commercially made)

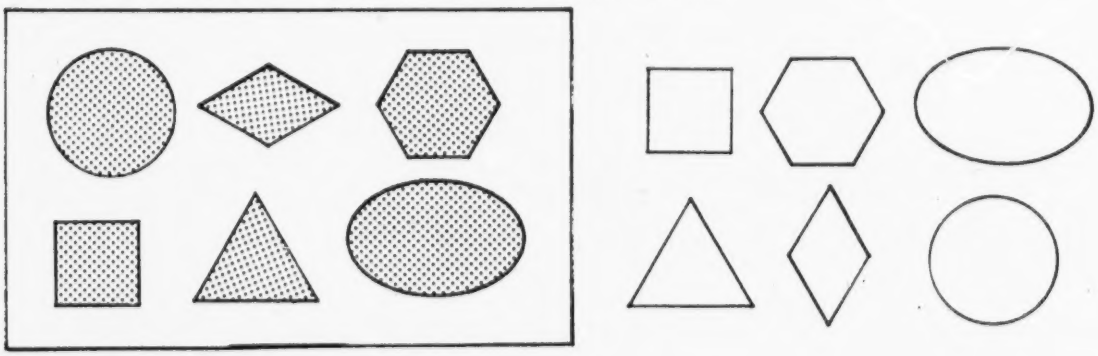
MATERIALS

ACTIVITY

Seat several children at a table. Tell them to choose an insert board, mix the pieces of the boards together and then fill each section of their particular board with the correct piece.

After a child is finished with a board, he is to remove the pieces, mix them into the center pile and pass that board on to the next child.

A sample insert board or cardboard stencil board looks like this:



LESSON 61 *READINESS*

Puzzle Activities

INSTRUCTIONAL OBJECTIVE

After the teacher has selected a puzzle activity, the children will complete that particular activity with 90 - 100% accuracy depending on the complexity of the task and the children's developed skills level.

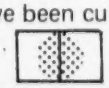
MATERIALS

Puzzles -- teacher-made or commercially made (simple to complex)
Segmented picture worksheet

ACTIVITY

The children will be able to complete each of the following puzzle activities:

1. The children will put puzzles together. Begin with single object puzzles that have been cut into two pieces that show a subject that should be familiar, such as:



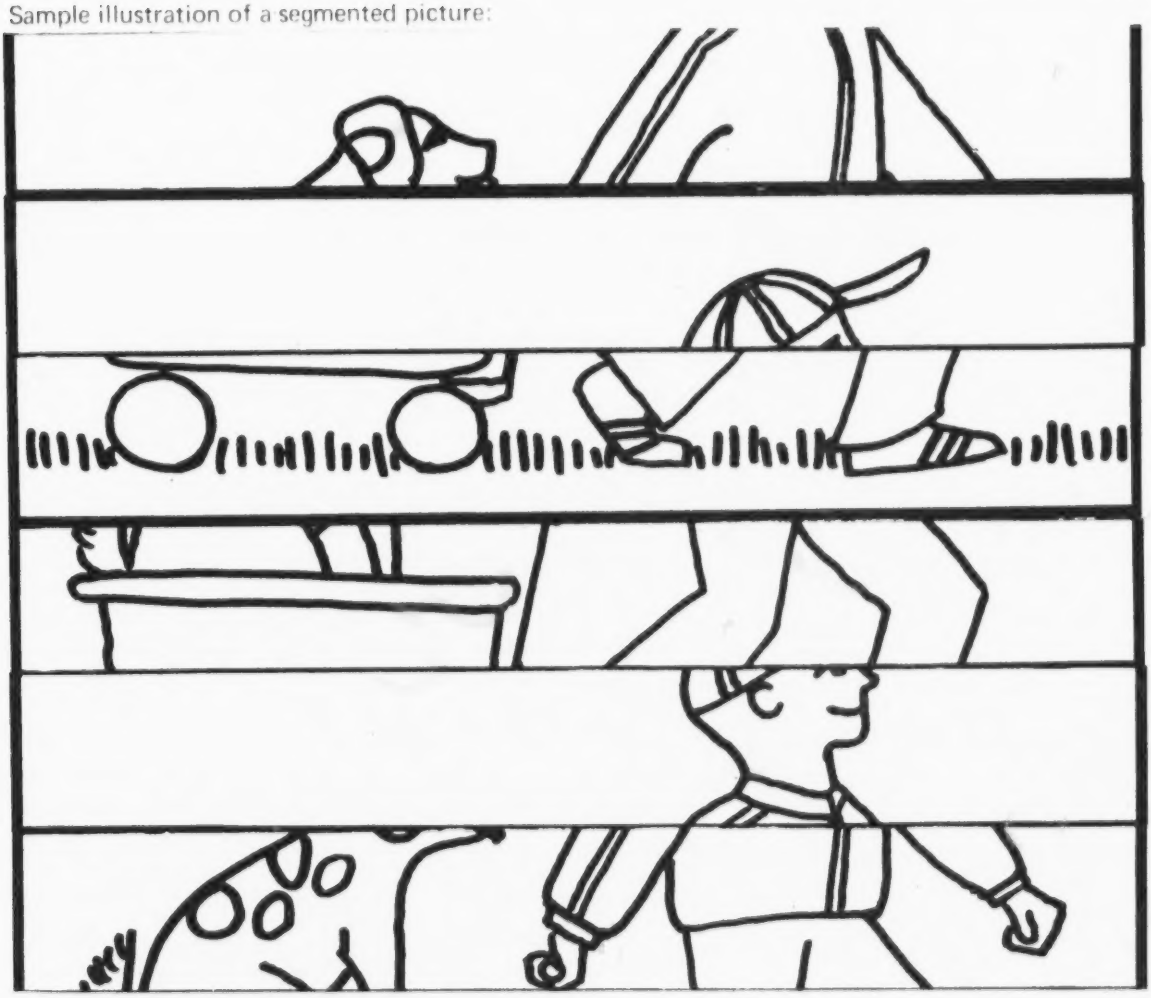
Even with a puzzle as simple as this, however, it may be necessary to show some children what it should look like when they are done. Proceed to more complex puzzles having background and more pieces.

2. Construct part of a puzzle. Choose two pieces, one of which is the correct piece, hand them to a child and tell him to place the correct piece here. (Indicate) Make this activity more difficult by increasing the number of pieces from which the children must choose.

3. Distribute a segmented picture. Tell the children to cut the puzzle apart and put it together to make a logical picture.

An illustration of a segmented picture is included on the next page.

Sample illustration of a segmented picture:



LESSON 62 *READINESS*

Target-to-target Activities

INSTRUCTIONAL OBJECTIVE

After the teacher has selected a particular target-to-target pencil worksheet, the children will complete that worksheet with 90 - 100% accuracy depending on the complexity of the task and the individual child's developmental skills level.

MATERIALS

Many different target-to-target worksheets, teacher-made or use Frostig Worksheet Series
Crayons
Pencils
Toy cars

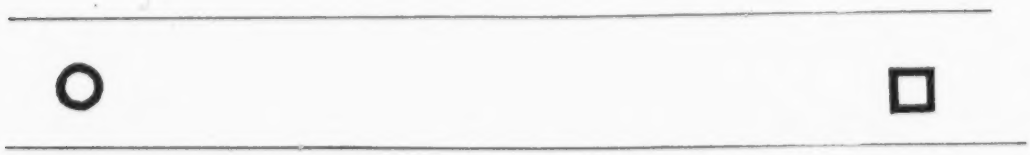
ACTIVITY

Follow this sequence when possible to get as much mileage out of the worksheets as possible:

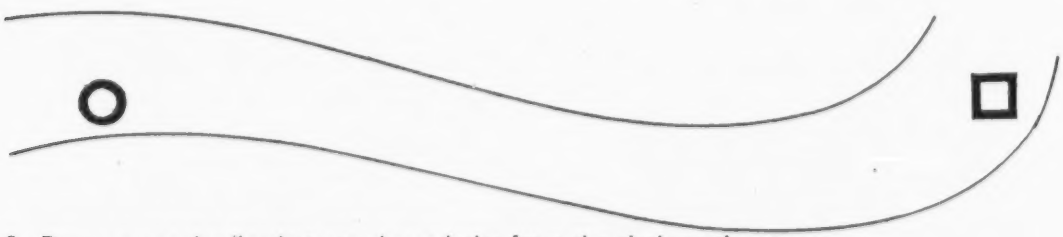
1. Have the children trace over the path with a toy car.
2. Have the children trace over the path with their fingers.
3. Have the children draw over the path with a pencil.
4. Have the children draw over the path with a crayon.

The children should be able to complete the following types of worksheets:

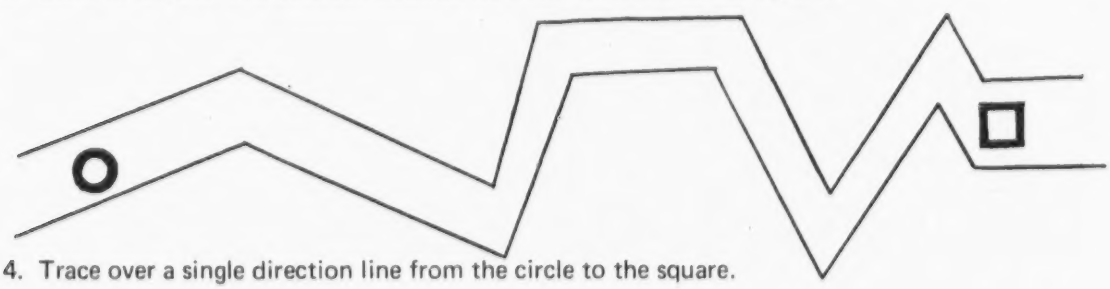
1. Draw a straight line between lines from the circle to the square.



2. Draw a curved line between boundaries from the circle to the square.

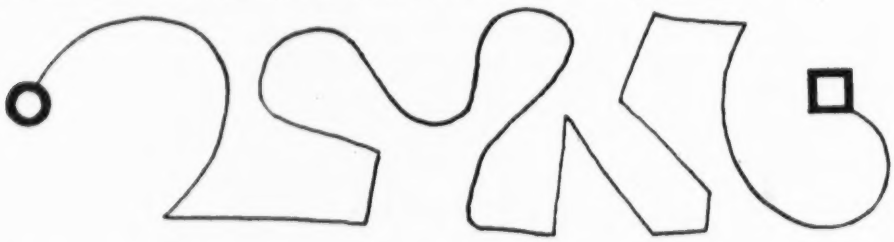


3. Draw an angular line between boundaries from the circle to the square.

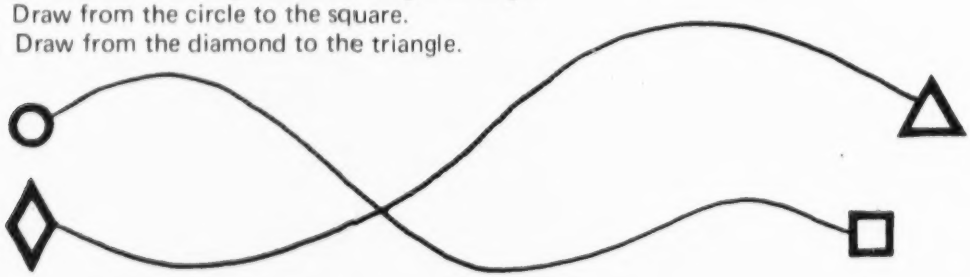


4. Trace over a single direction line from the circle to the square.

5. Trace over a multi-directional line from the circle to the square.

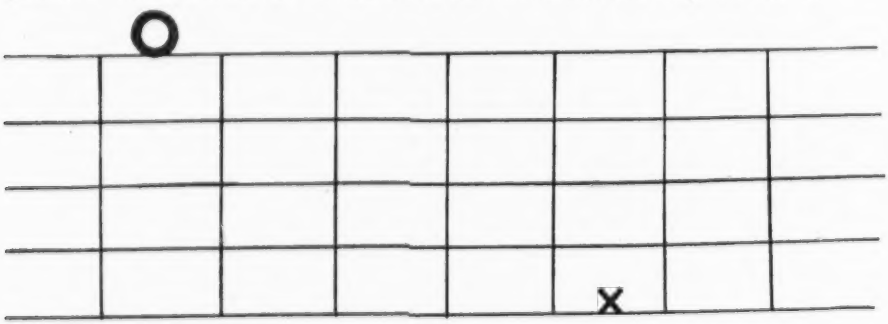


6. Trace over intersecting lines from target to target.
   a. Draw from the circle to the square.
   b. Draw from the diamond to the triangle.



Proceed to more complex intersecting line patterns.

7. Trace over straight lines so as to make a stairstep pattern. Tell the children to make a stairstep pattern. Tell the children to make the ball roll down the steps to the X.



LESSON 63 *READINESS*

Outlining Intersecting Figures

INSTRUCTIONAL OBJECTIVE

The children will outline intersecting figures or hidden figures with 90 - 100% accuracy depending on the complexity of the task.

MATERIALS

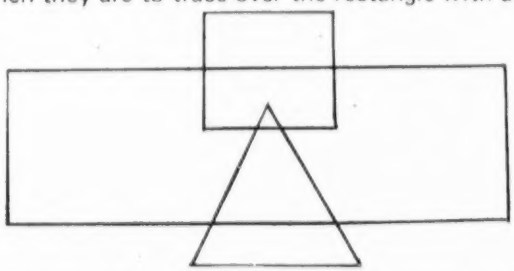
Worksheets showing intersecting or hidden figures (teacher-made or from a commercial source such as the Frostig material)

ACTIVITY

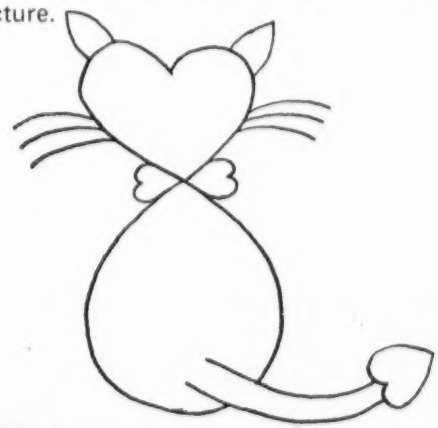
Choose the specific worksheet desired. The children will complete either type of exercise according to the directions given by the teacher.

Examples are:

1. Tracing over lines in intersecting figures. Tell the children to trace over the triangle with a red crayon. Then tell them to trace over the square with a blue crayon. Then they are to trace over the rectangle with a yellow crayon.



2. Tracing over a specific shape in a picture. Tell the children to outline all the hearts in the following picture.



LESSON 64 *READINESS*

Copying Dot Designs

The children will copy dot designs shown with 95 - 100% accuracy by connecting similarly positioned dots.

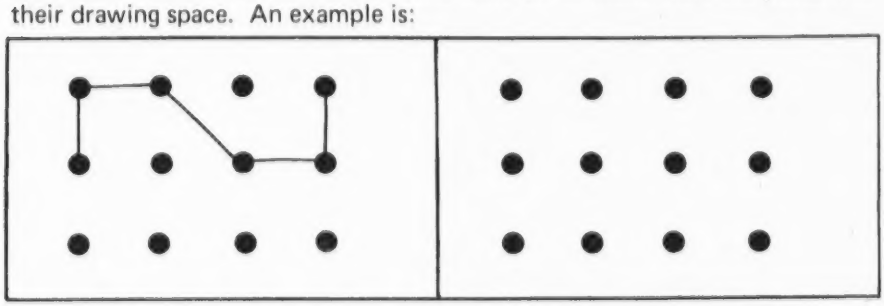
INSTRUCTIONAL OBJECTIVE

Dot worksheets -- either teacher-made or from the Frostig Worksheet Series
Crayons

MATERIALS

Distribute the dot worksheets. Tell the children to make the same pattern in their drawing space. An example is:

ACTIVITY



LESSON 65 *ACADEMIC*

Label Maker Lettering

INSTRUCTIONAL OBJECTIVE

After the teacher has shown what is to be copied, a child is to make those letters or words with the Label Maker with 95% accuracy.

MATERIALS

Label Maker
Chalkboard
Chalk

ACTIVITY

Print the original pattern on the board. Select a child and tell him to copy what he sees with the Label Maker.

Some sample patterns to copy could be:

1. AABBCC
2. the child's name
3. THE
4. TOM
5. XYQP
6. MRNT
7. SWZPQ
8. BDRZDD

LESSON 66 *ACADEMIC*

Letter Patterns

INSTRUCTIONAL OBJECTIVE

After the teacher has made the letter on the chalkboard, the children are to practice the form of the letter by making it on their desks with their fingers until they can make the form without a model.

MATERIALS

Chalkboard
Chalk

ACTIVITY

Have the children seated at their desks. Tell them to watch while you make a letter on the chalkboard. Turn your back to them and make the letter, using large heavy lines. Trace over the letter several times to give more of an opportunity to see the movements that make up that particular letter.

Tell the children to make the same sort of movement when you do. Make the letter again, line by line if necessary and tell them to make exactly the same sort of movements on their desk with their fingers as you are showing them on the chalkboard.

Tell the children to keep on making the letter. Walk around and watch each one. Give individual help to those who are having difficulty.

With some children, it may be necessary to stand behind them, hold their hands and move their hands in the correct motions.

LESSON 67 *ACADEMIC*

Trace Over Letters

INSTRUCTIONAL OBJECTIVE

After the teacher has distributed the trace-over sheets, the children will practice tracing the letters.

MATERIALS

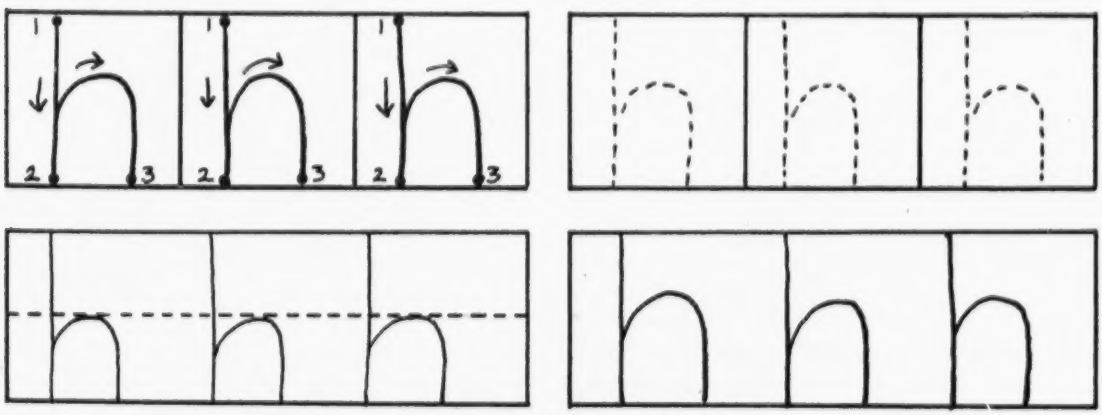
Trace-over sheets
Magic markers
Pencils
Crayons

ACTIVITY

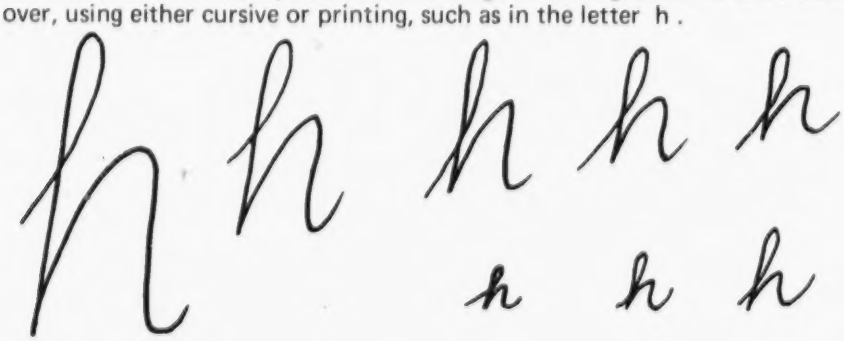
Tell the children to trace over the letters on their papers. Walk around and help the children who are having problems making the basic movement patterns. If any are, hold their hands and help them make the correct sequence of movements.

Trace-over sheets can be used for either printing or cursive training. Trace-over activities should be repeated many times before having the children do copying activities.

Examples of trace-over sheets (progressing from very structured to less structured) are:



Trace-over sheets may also become progressively more difficulty by changing the size of the letter (anywhere from 6" high to ¼" high) that is to be traced over, using either cursive or printing, such as in the letter h .



LESSON 68 *ACADEMIC*

Choosing the Best Letter

INSTRUCTIONAL OBJECTIVE

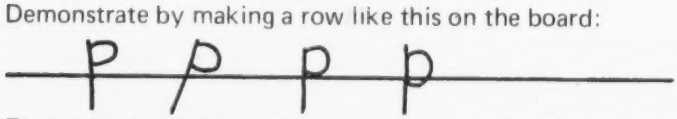
After the teacher has given directions, the children will circle the best letter in each row with 100% accuracy.

MATERIALS

Teacher-made worksheet showing good and poor formation of letters
Pencils
Chalkboard
Chalk

ACTIVITY

Demonstrate by making a row like this on the board:

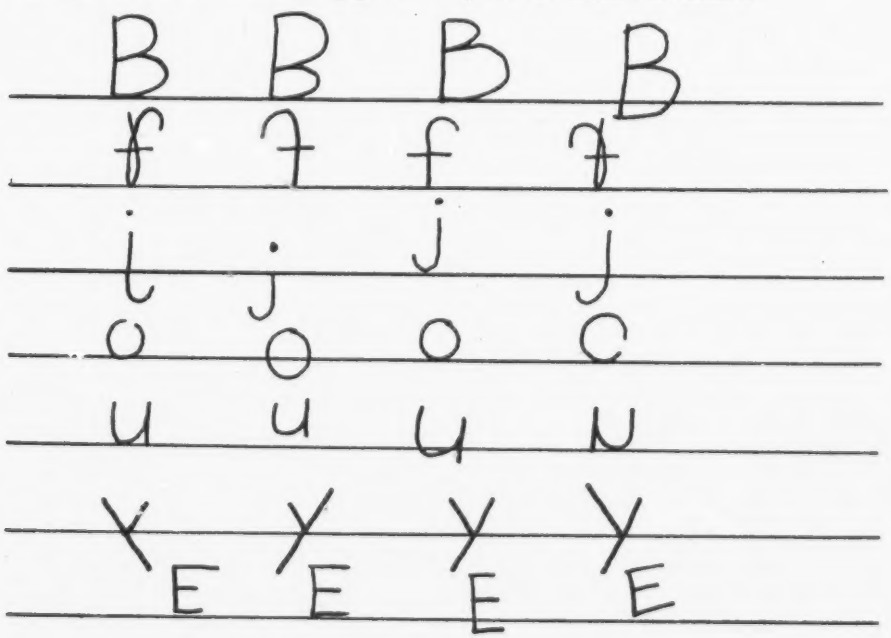


Then ask one of the children to come up and point to the best p in the row. Then ask if the rest of the class agrees. Talk about each letter and why it is well made or why it is not well made.

1. The first p is not made on the line.
2. The next p is not straight up and down.
3. The next p is the correct one.
4. The last p is not on the line correctly.

Distribute the worksheets and tell the children to circle the best letter in each row.

Sample worksheet illustrating good and poor formation of letters.



LESSON 69 *ACADEMIC*

Copying Letters (Beside the Model)

INSTRUCTIONAL OBJECTIVE

After the teacher has distributed the worksheets, the children are to copy the given letter beside the model letter in the spaces indicated.

MATERIALS

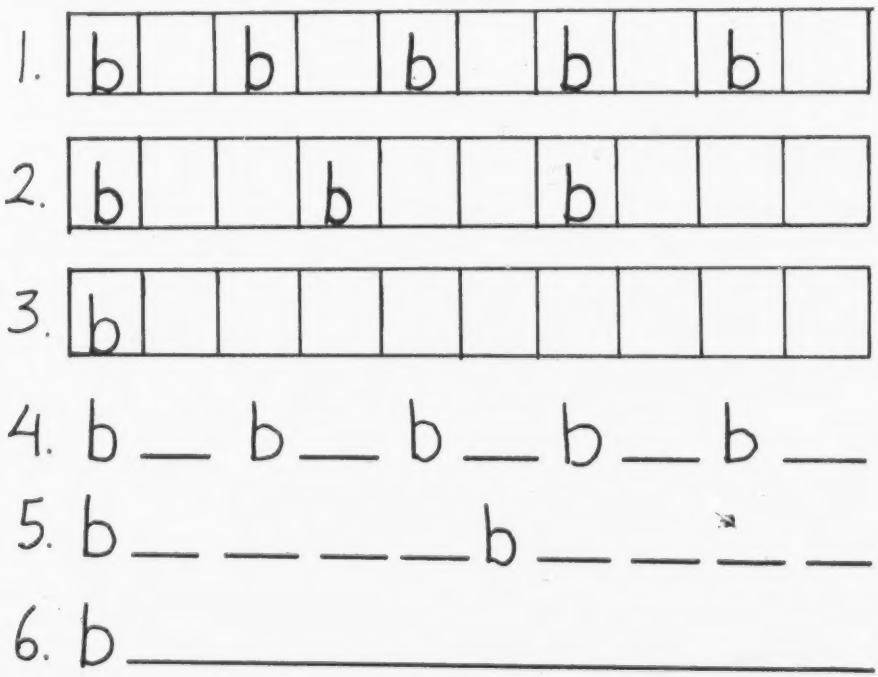
Teacher-made worksheets
Pencils

ACTIVITY

Distribute the worksheets. Tell the children to copy the same letter beside the model you have made.

Structure the worksheets a good deal in the beginning and progress to less structured as the children become more skillful at copying the letters.

Worksheets may be structured in these ways:



LESSON 70 *ACADEMIC*

Copying Letters (Below the Model)

INSTRUCTIONAL OBJECTIVE

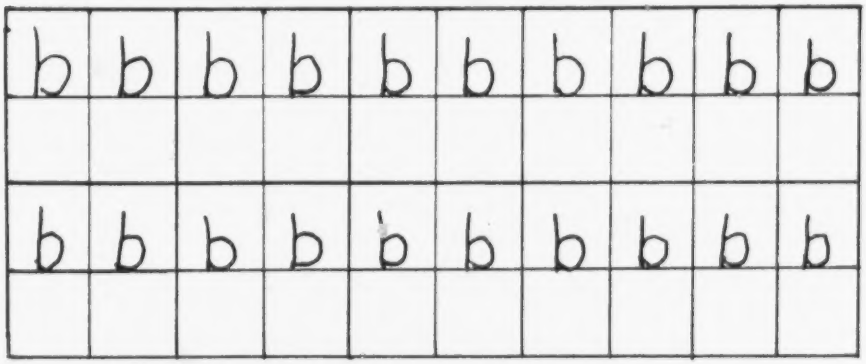
After the teacher has distributed the worksheets, the children are to copy the given letter below the model letter in the spaces indicated.

MATERIALS

Teacher-made worksheets
Pencils

ACTIVITY

Distribute the worksheets. Tell the children to copy the given letter under the model you have shown them. An example of this worksheet would be:



LESSON 71 *ACADEMIC*

Copying Letters (From a Near Position)

INSTRUCTIONAL OBJECTIVE

After the teacher has distributed the model sheets, the children are to copy those letters on a separate sheet of paper in the same position with 95% accuracy.

MATERIALS

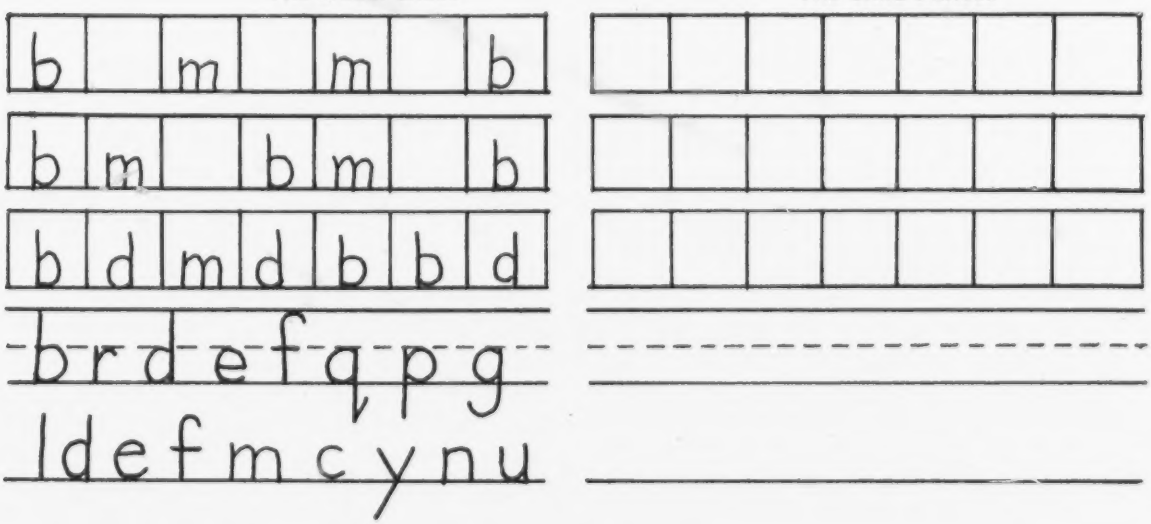
Teacher-made model sheets
Paper
Pencils

ACTIVITY

Distribute the model sheets. Tell the children to copy what they see on this sheet of paper. Then pass out similarly structured papers for copying.

Begin with very structured, simple models and proceed to more difficult ones. Sample lines from worksheets are:

The Model Sheet *The Child's Sheet*



LESSON 72 *ACADEMIC*

Copying Letters (From a Far Position)

INSTRUCTIONAL OBJECTIVE

After the teacher shows a particular letter on the overhead, the children will make as many letters as directed with 95% accuracy.

MATERIALS

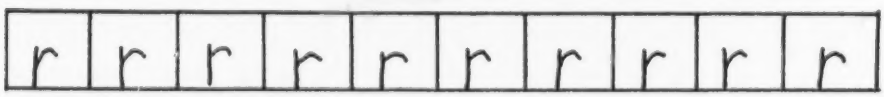
Overhead projector
Teacher-made individual transparencies for each letter
(Buy see-through lightweight plastic at the dime store. Print with permanent dark magic marker. Make the letters with the wide side of the marker.)
Squared worksheets
Pencils

ACTIVITY

Place a letter transparency on the overhead. Tell the children the name of the letter, *This is r*. Say it several times, *This is r, r, r, r*. Then ask them, *What is the letter?*

Have the children make a row of r across their worksheet. Have them say r when they are printing the letter.

Continue in this way, practicing as many of the letters as wanted. Give extra practice for more difficult letters. Example practice sheet for letters:



LESSON 73 *ACADEMIC*

Color Coded Reversals

INSTRUCTIONAL OBJECTIVE

After the teacher has given directions, a child will practice making the letters he reverses in the correct color with 100% accuracy.

MATERIALS

Colored chalk -- yellow and green
Chalkboard
Chalkboard line maker

ACTIVITY

Follow this procedure:

1. Use these combinations at all times:
   (b, c, e, f, h, k, p, r -- yellow)
   (a, d, g, j, q, y, z -- green)

2. Have the child stand facing the chalkboard. Make a yellow dot on his right hand and a green dot on his left hand. Make squares on the chalkboard and tell him to make the letter you show him in each square.

3. Make a b in yellow in the first square. Touch the yellow dot on his hand and say, *The b goes this way. Make a yellow b in each square.*

4. Follow this procedure for each of the letters with which the child is having difficulty.

LESSON 74 *ACADEMIC*

Kinesthetic Cues

INSTRUCTIONAL OBJECTIVE

After the teacher has printed the letter to be practiced, the children will make that letter a specific number of times at their station with 100% accuracy.

MATERIALS

Chalkboard
Chalk
Flattened pieces of clay
Additional clay for making coil letters
Pipe cleaners
Cigar boxes of sand
Cigar boxes of cornmeal
Sandpaper letters

ACTIVITY

Assign children to materials stations. Everyone is to practice the same letter but they are to do it with their own material.

Print m on the board.

Assign some children to practice on the chalkboard. They will print m.
Assign some children to work with the flattened clay. They will use their fingers to make an m.
Other children are to work with the rest of the clay. They are to make clay coils and then shape them into m.
The children using pipe cleaners are to bend them into m.
The children with the sand and cornmeal boxes are to make m in their material with their fingers.
The children with the sandpaper letters are to trace over m with their finger.

Vary this activity by changing stations and by changing the number of times the children are to make a letter. Give extra practice time for the more difficult letters.

LESSON 75 *ACADEMIC*

Copying Words

INSTRUCTIONAL OBJECTIVE

After the teacher shows a particular word the children will copy that word a designated number of times.

MATERIALS

Overhead projector
Teacher-made individual word transparencies
Lined paper
Pencils

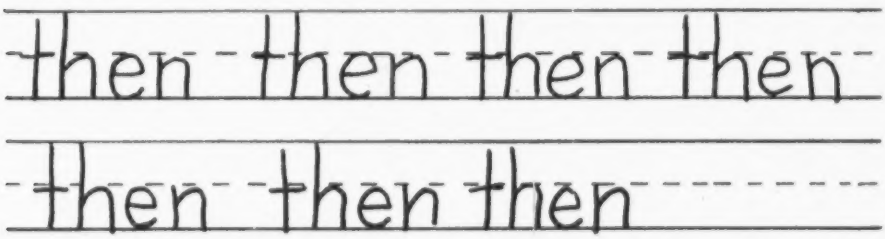
ACTIVITY

Place a word transparency on the overhead. Tell the children, *This word is then, then, then, then, then.*

Ask them, *What is this word?* Tell them to look closely at *then.* Cover the word with your hadn and ask for a volunteer to spell *then.* Uncover the word. Tell the children to copy the word *then* seven times.

Continue in this way, practicing as many words as you wish. Give extra printing time to those words which appear to be more difficult than others.

Sample practice sheet for *then.*



LESSON 76 *ACADEMIC*

Copying Printed Material (From a Near Point)

INSTRUCTIONAL OBJECTIVE

After the teacher has assigned the material, the children will copy it with 95% accuracy.

MATERIALS

Regular reading books
Lined paper
Pencils

ACTIVITY

Select a page and assign it to be copied. Set a time limit for this activity so that the slower ones will not be able to dawdle away the whole period on one activity. For example, say, *Let's see how much you can copy well in 10 minutes. Go.*

LESSON 77 *ACADEMIC*

Copying Printed Material (From a Far Point)

INSTRUCTIONAL OBJECTIVE

After the teacher has printed the material on the chalkboard, the children will copy it with 90% accuracy.

MATERIALS

Chalkboard
Chalk
Lined paper
Pencils

ACTIVITY

Paint the desired material on the chalkboard. The material can be from the regular reading books or from the content areas, such as science. Make the printing large enough so that it can be seen from all parts of the room. Tell the children to copy what they see on their papers.

LESSON 78 *ACADEMIC*

Copying Visual Symbols

INSTRUCTIONAL OBJECTIVE

After the teacher shows a particular visual symbol on the overhead, the children will make that symbol a specific number of times.

MATERIALS

Overhead projector
Teacher-made individual transparencies for each number
Squared worksheets
Pencils

ACTIVITY

Place a number transparency on the overhead. Tell the children the name of the number, *This is 4, 4, 4, 4, 4, 4.* Tell the children to make two rows of 4 across their worksheets. Tell them to say 4 while they are making the number.

Continue in this way, having the children practice as many numbers as desired. Have them spend extra time practicing those numbers which are most difficult.

Practice sheets for numbers

4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4

This same pattern can be followed for:

1. arithmetic symbols + − × ÷ > < = ¢ $
2. punctuation marks . , ? ' " " : !
3. Roman numerals

LESSON 79 *ADVANCED*

Copying Different Alphabets

INSTRUCTIONAL OBJECTIVE

After the teacher has provided the model, the children are to copy the same letter style with 90% accuracy.

MATERIALS

Lettering pens with variety of nibs
Ink
Paper

ACTIVITY

Distribute the models and the blank paper. Tell the children to copy the lettering as carefully as possible.

Some sample lettering styles for a, b, c are:

abc abc abc

abc ABC ABC

LESSON 80 *ADVANCED*

Semaphore Signalling

After the teacher has distributed model sheets for the semaphore code, the children are to copy those positions with 90% accuracy.

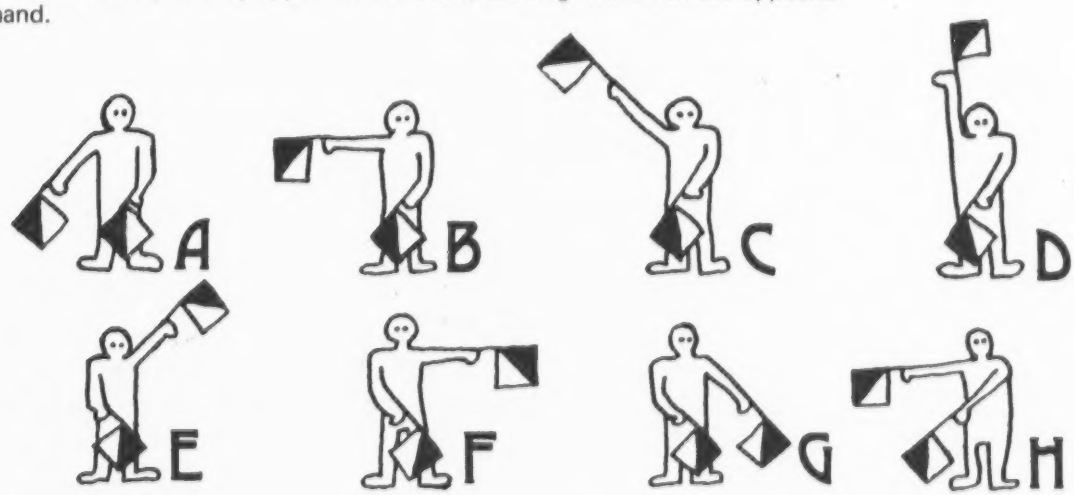
INSTRUCTIONAL OBJECTIVE

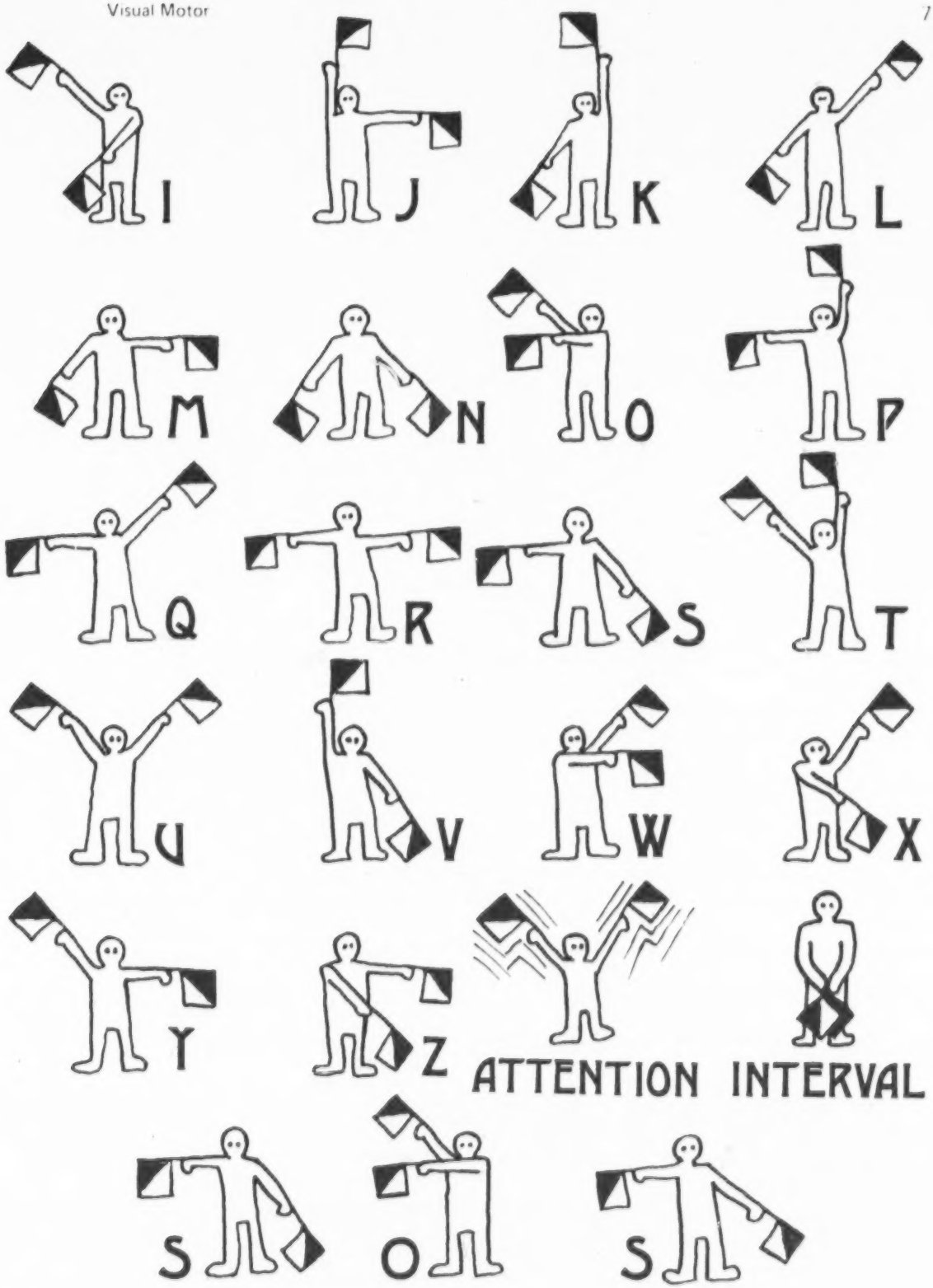
Model sheet showing positions
Semaphore flags -- made from tagboard and then stapled to a piece of wood

MATERIALS

Make sure that the children are using the correct directional orientation when making the signals. Have them either look over their shoulders with the book behind them or label each picture as to the left or right hand. If they copy the pictures exactly as they appear in the book, the flags will be in the opposite hand.

ACTIVITY

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INTERVAL
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LESSON 81 *ADVANCED*

Copying Shorthand Symbols

After the teacher has made a symbol, the children will copy it with 90% accuracy.

INSTRUCTIONAL OBJECTIVE

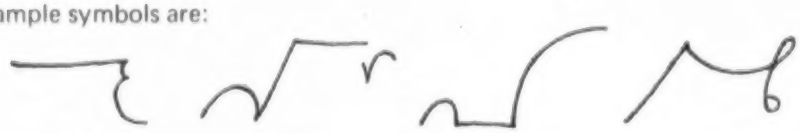
Shorthand manual
Chalkboard
Chalk
Paper
Pencils

MATERIALS

Make a shorthand symbol on the chalkboard. Tell the children to copy it.

ACTIVITY

Sample symbols are:



LESSON 82 *ADVANCED*

Collating Papers

After the teacher has given directions, the children will gather the papers together, stack them and staple them together with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Papers to be stacked
Stapler

MATERIALS

Tell the children that they will need to be able to arrange piles of papers neatly and staple them together when they do paper reports. Set several stacks of papers out on the table. Tell the children to go from left to right and pick up one sheet of paper from each pile as if they were putting pages of a report together. (Demonstrate) After they have done this, they are to tap the pile of papers (demonstrate) until they are in a neat, straight pile. Then they are to staple the papers together. (Demonstrate)

ACTIVITY

Tell the children to take turns moving through the steps in putting a report neatly together.

LESSON 83 *ADVANCED*

Using Geometry Tools

After the teacher has demonstrated or explained the shape to be made, the children will make it with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

MATERIALS

Compasses
Protractors
Rulers
Pencils
Paper

ACTIVITY

Demonstrate how to use the protractor and the compass. Then tell the children to do one or more of the following:

1. Make a circle with the compass.

2. Measure three angles you have drawn on the chalkboard and make them on your paper.

3. Make a circle with a radius of 2 inches.

4. Make a circle with a radius of 1 inch exactly in the center of the circle above.

5. Draw a circle with the compass. Leave the compass opening the same and begin at a point and cross the circle with a line. Do this all the way around the circle until you have six equal sections. Make a hexagon by drawing straight lines from one circle crossing to another.

6. Make another circle and mark off the six equal crossings as above. Connect every other crossing line with a straight line to make a triangle.

7. Make a circle and make your own design inside it using the compass.

8. Make the following angles:

·90° ·160° ·50° ·10°

LESSON 84 *ADVANCED*

Binocular Sighting

INSTRUCTIONAL OBJECTIVE

After the teacher has sent a child to the opposite end of the playground, the other children will look at him through the binoculars and record the number of fingers he is holding up with 100% accuracy.

MATERIALS

Binoculars
Large area such as the playground
Paper
Pencils
Clipboards
Whistle

ACTIVITY

Choose a child to go to the far end of the play area. Whisper to him the number that tells how many fingers he is to hold up when he reaches the other end. Tell him to keep holding up that many fingers until you signal him to come back with the whistle.

After the child is in position, the other children are to take turns looking at him through the binoculars and record the number of fingers they see him holding up. After everyone has recorded his answer, blow the whistle to indicate that the child is to come back.

LESSON 85 *ADVANCED*

Orange Peeling Race

After the teacher has given the signal, the children race to peel their oranges with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Oranges -- have the children bring them from home if possible

MATERIALS

Tell the children to see who can peel his orange the fastest. Give a handicap to those children who usually win or who bring unusually small oranges.

ACTIVITY

LESSON 86 *ADVANCED*

Chopstick Pick-up

After the teacher has given directions, the children are to pick up small items with chopsticks and place them in a container.

INSTRUCTIONAL OBJECTIVE

Pairs of chopsticks
Dry macaroni
Half-pound oleo containers

MATERIALS

Give the signal. The children are to pick up as many pieces of macaroni and put them in the oleo containers with the chopsticks in the time available as possible.

ACTIVITY

If the same people are consistent winners, play round robin in reverse and eliminate the winners each time. In this way, the slower players will also have a chance to win sometimes.

Players may keep a tally of their best scores within specific periods of time and try to beat that record at another time.

LESSON 87 *ADVANCED*

Tweezer Pick-up

After the teacher has given the starting signal, the children will pick up pieces of corn with tweezers and place the corn in a container.

INSTRUCTIONAL OBJECTIVE

Tweezers
Shelled corn
Half-pound oleo containers

MATERIALS

Give the starting signal. Tell the children to pick up as many pieces of corn as possible and put them in the oleo container. They must use the tweezers. Give the starting signal.

ACTIVITY

If the same people are consistent winners, play round robin in reverse and eliminate the winners each time. In this way, the slower players will also sometimes be winners. Players may keep a record of their best scores within specific periods of time and try to beat that record at later sessions.

LESSON 88 *ADVANCED*

Scale Squeeze

INSTRUCTIONAL OBJECTIVE

After a child has squeezed a bathroom scale as hard as possible, another child is to report the number that the needle reached with 100% accuracy.

MATERIALS

Bathroom scales
Chalkboard
Chalk

ACTIVITY

Have the children take turns. Hand a child the scales and tell him to hold it in his hands and squeeze it as hard as he possibly can. Another child is to report the number that the needle reaches.

Choose another child to record the squeezer's name and power score.

Children may wish to keep a record of their power score at one time and try to beat it at a later session. Children may compete against each other to see who has the highest power score.

LESSON 89 *ADVANCED*

Carnival

INSTRUCTIONAL OBJECTIVE

After the teacher has divided the children into groups and assigned them to one area, the children are to practice that accuracy game until the teacher signals that it is time to move to the next area.

MATERIALS

Nickels
Plates
Ring toss games
Empty milk cartons
Balls

ACTIVITY

Set up three separate stations. Assign children to a particular area and tell them to tak turns practicing the particular skills that are needed at each area.

Nickel on a plate station

The children are to try to throw nickels so they will land on plates.

Ring toss station

The children are to throw the rings so they will land on pegs.

Knock over station

The children are to try to knock over a stack of empty milk cartons by throwing balls at them.

LESSON 90 *ADVANCED*

Copying Place Settings

After the teacher shows the model drawing of a place setting, the children will arrange real utensils in that same pattern.

INSTRUCTIONAL OBJECTIVE

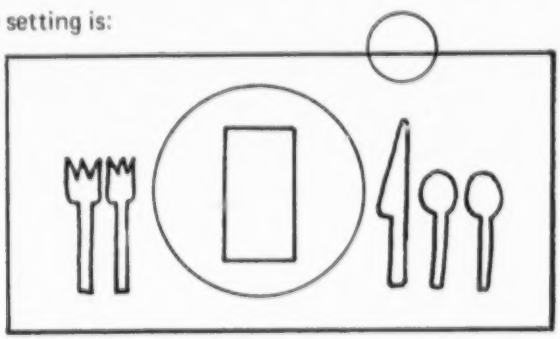
Outline drawings of place settings
Dishes and materials needed to complete each setting

MATERIALS

Show a child the drawing. Tell him to duplicate that same place setting by using the dishes and other material.

ACTIVITY

A sample place setting is:



LESSON 91 *ADVANCED*

Tracing Wheel Paths

After the teacher has distributed the worksheets, the children are to trace over the lines with a tracing wheel as accurately as possible.

INSTRUCTIONAL OBJECTIVE

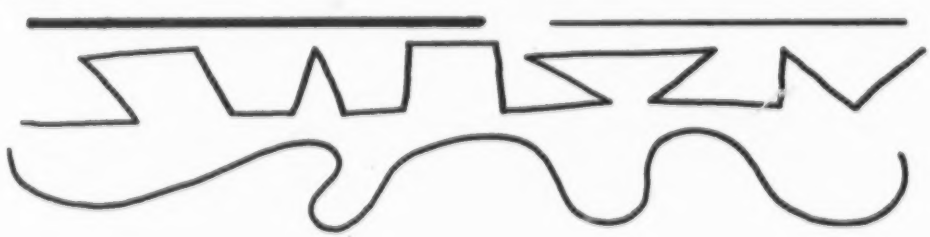
Tracing wheels (available in sewing departments)
Teacher-made lined worksheets

MATERIALS

Distribute the worksheets. Tell the children to follow along the lines with the tracing wheel. Tell them that they are to try not to make any holes off the lines.

ACTIVITY

Begin with straight, fat lines and progress to thin, curved and angled lines as the children become more adept at following along the lines. Some sample lines are:



LESSON 92 *ADVANCED*

Taping Along Lines

INSTRUCTIONAL OBJECTIVE

After the teacher has distributed the worksheets, the children will tape along the lines with 95% accuracy.

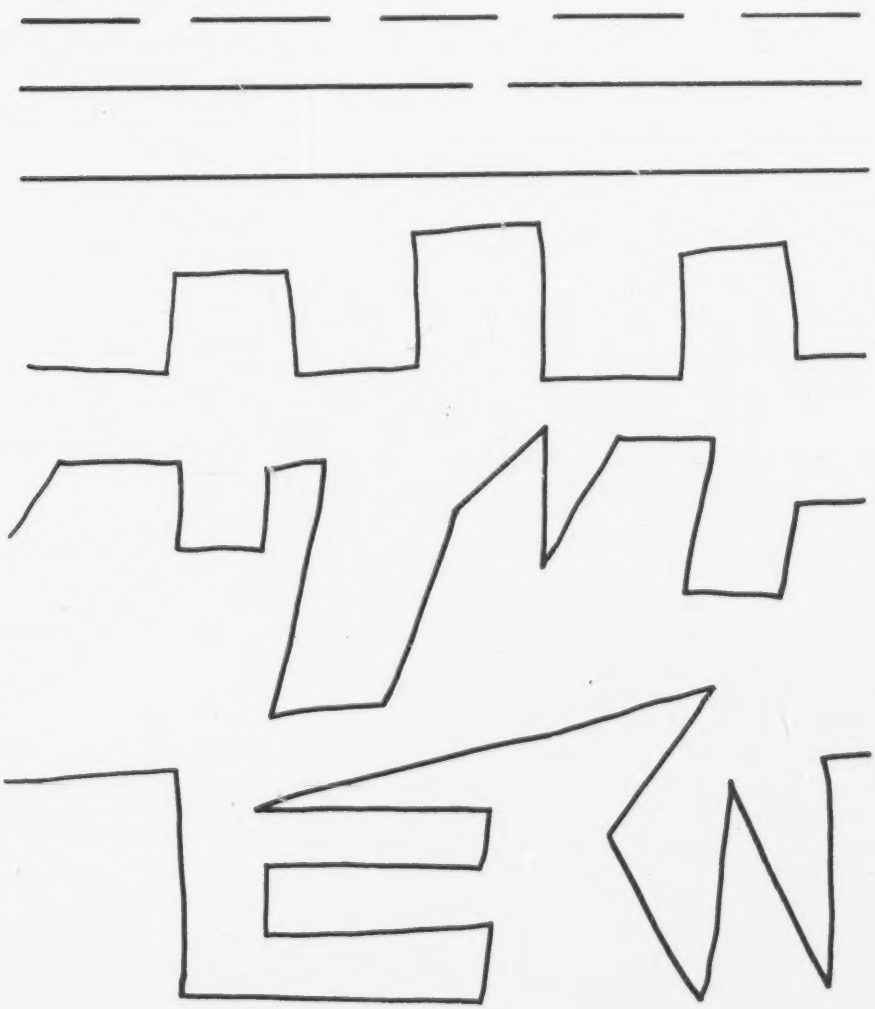
MATERIALS

Teacher-made worksheets
Colored tape

ACTIVITY

Distribute the lines papers. Tell the children that they are to tear off as much tape as needed to cover one line or a part of that line. Begin with short, straight lines and go to longer, more complex lines as the children become skillful at taping along the lines.

Examples of lines are:



LESSON 93 *ADVANCED*

Drilling on Targets

After the teacher has marked the wood, the children will drill holes at the designated places with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Hand drills
Scrap lumber
Pencil

MATERIALS

Mark a piece of wood with several circles. Tell the children to drill holes right on the circles.

ACTIVITY

LESSON 94 *ADVANCED*

Sawing on Lines

After the teacher has marked the wood, the children will saw along the lines with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Hand saws
Scrap lumber
Pencils

MATERIALS

Draw lines on the scrap lumber. Tell the children to try to saw right on the lines.

ACTIVITY

LESSON 95 *ADVANCED*

Refolding Maps

After the teacher has distributed the maps, the children are to open them completely and then refold them along the original fold lines.

INSTRUCTIONAL OBJECTIVE

Gas station road maps

MATERIALS

Distribute the maps. Tell the children to open their map. After everyone has done this, tell them to fold it back up again.

ACTIVITY

LESSON 96 *ADVANCED*

Tracing on Road Map Paths

After the teacher has named the origin town and the destination town, the children will find the places on the map and then trace the path from one to the other with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Gas station road maps
Pencils
Chalkboard
Chalk

MATERIALS

ACTIVITY

Give each child a road map. Write the names of the two cities on the chalkboard. Tell the children to find the cities by using the number and letter cues along the side of the map. Then tell them to trace over a route from the first city to the second.

Begin with cities near the home town that are only a short distance apart. As the children become more proficient, choose cities that are further apart and in different parts of the state. Later, have the children make pencil trips using the road maps of two or three states, and, finally, have them make a cross-country trip, using many different state maps.

LESSON 97 *ADVANCED*

Thumbtack Pictures

INSTRUCTIONAL OBJECTIVE

After the teacher has distributed the materials, the children are to place a thumbtack on each dot in the picture to show designated designs.

MATERIALS

Colored thumbtacks
Thick cork bulletin board squares
Adapted coloring book pictures that have been duplicated on construction paper as close to the color of the cork as possible
Pins
Scissors

ACTIVITY

Distribute the supplies. Tell the children to cut their pictures out and then center them on the cork squares. Pin the pictures to the cork so they will not be moved around.

Tell the children to fill in each area of the picture with different colored thumbtacks. Tell them to put a tack in each dot.

LESSON 98 *ADVANCED*

Grid Pictures

INSTRUCTIONAL OBJECTIVE

After the teacher has distributed the picture and a grid sheet to each child, the child is to copy the picture by drawing the corresponding lines in the correct grids.

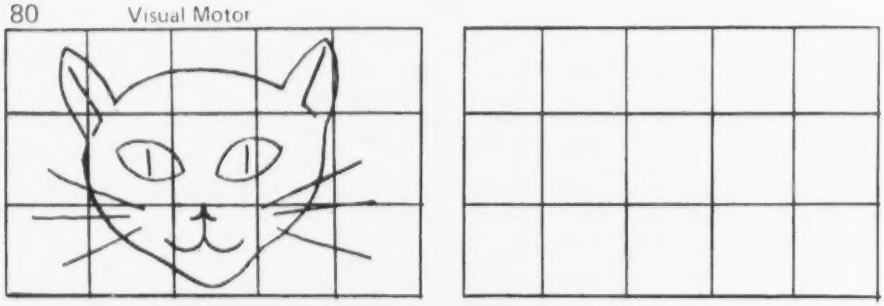
MATERIALS

Blank grid sheets
Grid-sheet originals
Pencils

ACTIVITY

Distribute the original picture and a blank grid sheet to each child. Explain that the children are to draw what they see in the blanks by copying the lines that appear in each square.

Allow the children to color their pictures later if they desire. An example is on the following page.



LESSON 99 *ADVANCED*

Color-by-Number or Letter

After the teacher has distributed the coloring sheets, the children will color them with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Color-by-number pictures
Crayons

MATERIALS

Distribute the coloring sheets and crayons. Tell the children they are to read the color words and match the correct spaces with the correct color.

ACTIVITY

LESSON 100 *ADVANCED*

Original Paint-by-Numbers

After the design has been drawn, the children will paint the numbered sections with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Pieces of wood large enough to be used as wall hangings
Paint -- yellow, orange, red, blue, black, green
Paint brushes
Pencils

MATERIALS

Tell the children that they are to draw many small designs on their wood with their pencils. Then they are to number each section with a number from 1 to 6.

ACTIVITY

After the children have finished their designs and all the numbering, assign a number to each paint color. The children are then to paint all the number one sections with the number one color which in this case turned out to be blue. Number two is orange and so on.

LESSON 101 *ADVANCED*

Spirograph Designing

After the teacher has demonstrated the procedure of pinning a ring to the paper and using a wheel inside the ring, the children are to copy designs included in the Spirograph set with 90% accuracy.

INSTRUCTIONAL OBJECTIVE

Spirograph set
Paper

MATERIALS

Choose a design that the child is to copy. Go through the directions with him several times if necessary. Ask the child if he understands how to make the design. If he says he does, let him go on and try making it. If he says he does not understand, go through the directions again and demonstrate how he is to do it.

ACTIVITY

LESSON 102 *ADVANCED*

Punching Leather

After the teacher has given directions, the children are to measure the desired distance in from the edge of a leather strip, make the initial pricks with a spacing wheel and then make the holes along that line with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Leather strips
Rulers
Spacing wheels
Awls
Blocks of wood to put under the awls so the children won't punch holes in their desks

MATERIALS

Distribute the supplies. Give specific directions as to how far from the edge of the leather strip the children are to make their holes. Begin as far from the edge as possible and move closer as the children develop skill in making straight lines.

MATERIALS

Tell the children to measure in from the edge the distance you say. Mark that distance with pencils. Then they are to draw a pencil line along those markings. Tell them to run the spacing wheel over that line so that the holes will be evenly spaced.

Tell the children to punch a hole at the location of each prick. Be sure that they put the wooden block under the awl to keep from punching holes in their desks.

LESSON 103 *ADVANCED*

Lacing Leather

After the teacher has demonstrated a basic stitch, the children will practice that stitch along a leather strip until they can copy the stitch accurately.

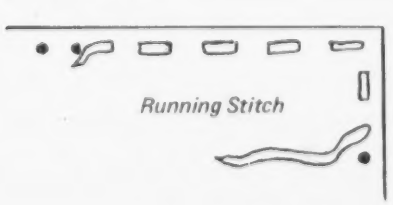
INSTRUCTIONAL OBJECTIVE

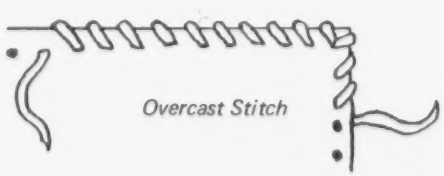
Pre-punched leather scraps
Lacing materials

MATERIALS

Demonstrate each of the basic stitches by following the diagrams below. Do one type of stitch until the children are sure of themselves before going on to the next one.

ACTIVITY





Buttonhole Stitch

LESSON 104 *ADVANCED*

Wrapping Packages

After the teacher has distributed the supplies, the children will practice until they can wrap packages of different sizes with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Brown wrapping paper
Transparent tape
Scissors
Empty boxes of different sizes

MATERIALS

Distribute the supplies. Tell the children to use the brown paper and follow each of the steps that you show them. Give everyone a sturdy box of the same size at first so you can all be wrapping the same type of box.

Demonstrate and tell about each step in the process of wrapping the box. Have the children complete each step before showing them the next one.

ACTIVITY

LESSON 105 *ADVANCED*

Bow Making

After the teacher has given directions, the children will use the bow maker with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Bow makers
Ribbon
Scissors

MATERIALS

Follow the directions that come with the bow maker for making particular kinds of bows. Demonstrate each step. Wait for the children to complete that step before going on to the next one.

ACTIVITY

LESSON 106 *ADVANCED*

Flower Looming

After the teacher has demonstrated the use of the loom, the children will make flowers on it with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Flower looms
Yarn
Scissors

MATERIALS

Follow the directions that come with the flower loom. Demonstrate each step. Wait for the children to complete that step before going on to the next one.

ACTIVITY

LESSON 107 *ADVANCED*

Cutting With Pinking Shears

INSTRUCTIONAL OBJECTIVE

After the teacher has distributed the supplies, the children will cut along the lines with pinking shears with 90% accuracy.

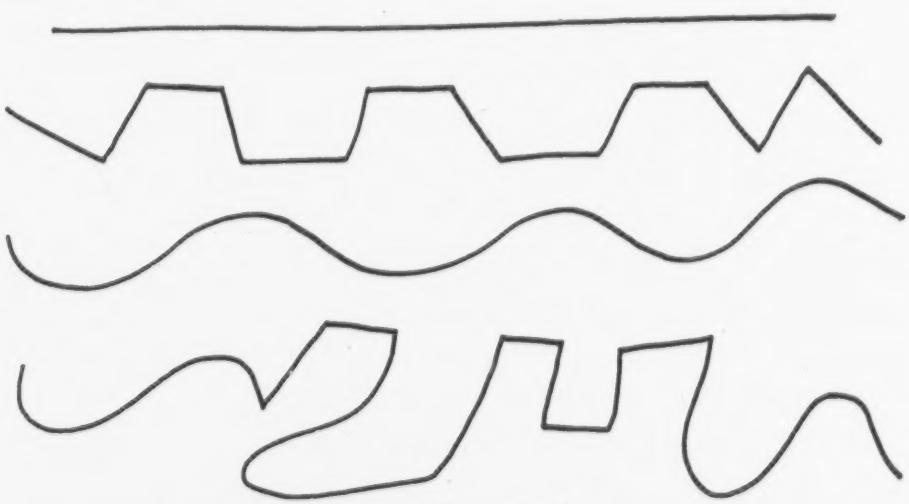
MATERIALS

Pinking shears
Scrap material on which lines have been drawn

ACTIVITY

Distribute the supplies. Tell the children to cut along the lines. Begin with straight lines and progress to angular and curved lines as the children become more skillful at cutting with pinking shears.

Sample lines are:



LESSON 108 *ADVANCED*

Basting Along Lines

INSTRUCTIONAL OBJECTIVE

After the teacher has distributed the supplies, the children will hand sew along definite lines with 95% accuracy.

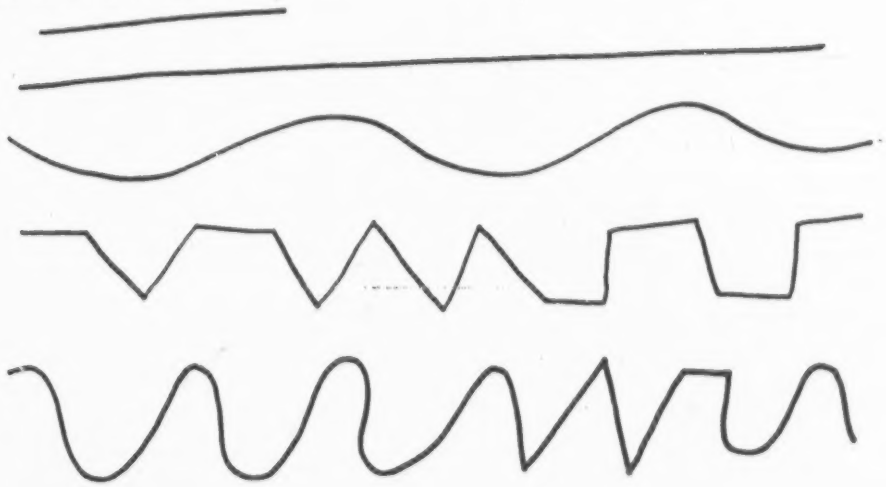
MATERIALS

Scrap pieces of material on which lines have been drawn
Needles
Thread

ACTIVITY

Distribute the supplies. Tell the children to sew along the lines by going up and down through the material. (Demonstrate) Begin with straight lines and progress to curved and angular lines as the children become more skillful at handling the needle and thread.

Some sample lines are:



LESSON 109 *ADVANCED*

Sewing Machine Practice

INSTRUCTIONAL OBJECTIVE

After the teacher has demonstrated the techniques of using the sewing machine, the children will sew along definite lines with 90% accuracy.

MATERIALS

Sewing machines
Teacher-made worksheets showing different types of lines
Thread
Scraps of material on which the teacher has marked different kinds of lines

ACTIVITY

Demonstrate the safety rules in using a sewing machine. Distribute the worksheets and take the thread out of the machine. Tell the children to sew along the lines on the paper. Begin with straight lines and progress to curved and angular lines as the children become more skillful in handling the machines.

After the children are able to sew on the lines on paper well, have them practice sewing with contrasting color thread along the lines on the material. Again, begin with straight lines and progress to curved and angular lines as the children develop greater skill.

Samples of lines are:

LESSON 110 *ADVANCED*

Embroidery

After the teacher has demonstrated each stitch, the children will practice it until they can make that stitch with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Embroidery thread
Needles
Material on which the stitches have been drawn

MATERIALS

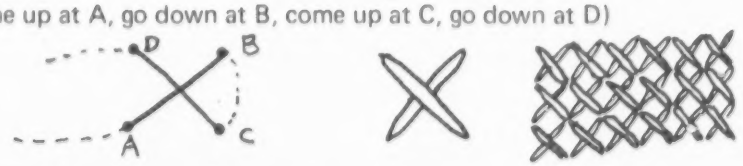
Demonstrate one of the basic stitches by following the diagrams below. Practice one type of stitch until the children are sure of themselves before going on to the next one.

ACTIVITY

Running stitch

Arrowhead stitch
(come up at A, go down at B, up at C, then back down in the same hole at B)

Cross stitch
(come up at A, go down at B, come up at C, go down at D)



LESSON 111 *ADVANCED*

Sewing Buttons

After the teacher has demonstrated the steps in sewing on a button, the children will practice until they can sew a button on cloth with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Buttons
Scrap pieces of cloth
Needles
Thread

MATERIALS

Demonstrate the steps in sewing a button on material.

ACTIVITY

1. Thread the needle.
2. Tie a knot in the end of the thread.
3. Position the button on the material.
4. Bring the needle from the inside part of the material through a hole in the button.
5. Secure the button by going up and down through the holes in the button through the material.

6. Fasten the thread on the inside of the material by taking several small stitches on top of each other.

7. Cut off the thread.

Distribute the supplies and tell the children to sew a button on their piece of material. Walk around and help those who are having difficulty.

LESSON 112 *ADVANCED*

Braiding

After the teacher has given a demonstration, the children will practice until they can braid yarn with 95% accuracy. **INSTRUCTIONAL OBJECTIVE**

Yarn -- three different colors **MATERIALS**

Use three colors to begin with so you can give very explicit directions, such as move the white yarn over the red yarn so it is between the red yarn and the blue yarn. **ACTIVITY**

After the children are able to braid with the three colors, give them three strands of the same color.

LESSON 113 *ADVANCED*

Original Collages

This is to be a creative and enjoyable activity and should be evaluated in these terms. **INSTRUCTIONAL OBJECTIVE**

Wide variety of materials for the collage: **MATERIALS**

- seeds
- flowers
- nuts
- leaves
- other nature materials
- corn
- dried beans, peas, rice
- different pastas: macaroni, spaghetti
- paper of different colors and textures
- thread, yarn
- spools, scraps of lumber, dowels

Wide variety of materials for putting the collage together:

- paste
- tape
- scissors
- pinking shears
- paper
- wood
- cork bulletin board squares

Prepare the children for this activity several days ahead of time. Tell them they are to make a collage using whatever materials they wish. Tell them they can bring their own materials if they want to. On collage day, allow plenty of time so that the children will not have to rush to complete their masterpieces. **ACTIVITY**

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.....VISUAL RECEPTION

LESSON 1 *READINESS*

Given a picture by the teacher the student should be able to identify and describe the objects in the picture with 90% accuracy.

INSTRUCTIONAL OBJECTIVE

The student looks at a large picture which contains many interesting objects. The child identifies and describes as many objects as he can.

ACTIVITY

LESSON 2 *READINESS*

Given an opportunity to look out a window the student describes all the objects he sees with 80% accuracy.

INSTRUCTIONAL OBJECTIVE

The child looks out a window and describes all that he or she sees. For added interest tape record the session and play it back to the child.

ACTIVITY

LESSON 3 *READINESS*

Given a verbal statement by the teacher, the student should be able to visually identify the object asked for and point to it.

INSTRUCTIONAL OBJECTIVE

Using a large picture depicting a scene with many objects in it, the teacher instructs the child to point to various objects. *Point to the tree. Point to the red house.*

ACTIVITY

LESSON 4 *READINESS*

Given action pictures to look at the child should be able with 99% accuracy to point to the picture when the teacher verbally gives a sentence describing the picture.

INSTRUCTIONAL OBJECTIVE

After the child is able to do this then the next step is to have the child give a sentence describing the action picture when he or she is shown the picture with 95% accuracy.

ACTIVITY

1. Point to the picture which shows Kathy eating.
2. Point to the picture which shows Kathy sewing.
3. Point to the picture which shows Kathy swimming.
4. Point to the picture which shows Kathy drinking.
5. Point to the picture which shows Kathy cooking.
6. Point to the picture which shows Kathy riding.

LESSON 5 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a number of pictures which depicts various types of facial expressions the child will be able to look at the expression and state how he thinks the person is feeling. Some expressions which could be used would include:

laughing	crying
smiling	fear
frowning	screaming
angry	grimmacing

LESSON 6 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given an object by the teacher, the student should be able to give descriptive comments about the object with 90% accuracy.

ACTIVITY

The teacher places an object, such as an orange, on a table approximately 10 or 15 feet away from the child. The child looks at the object, and then gives a verbal description of it. Some objects which could be used are:

apple	doll
ball	toy truck
book	toy car
chalkboard eraser	lemon
pear	nail
candy	chalk
bat	

LESSON 7 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a verbal description of a child in the room the student should be able to point to the child being described with 90% accuracy.

ACTIVITY

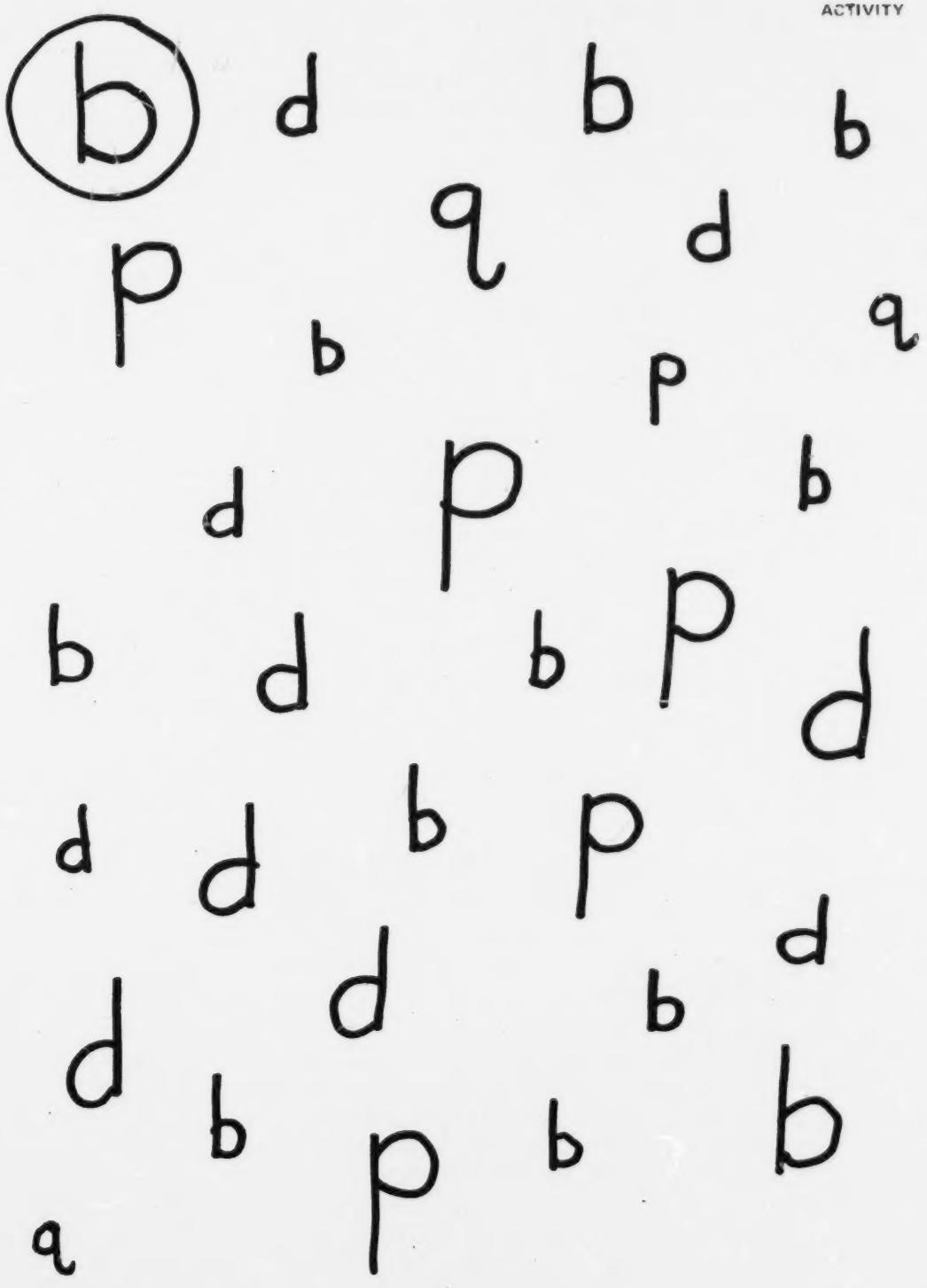
The teacher gives a verbal description (color of eyes, hair, clothing, also nice smile, or front tooth missing, etc.) of a child. The student asked to identify the child being described should point to that child. After the children become familiar with the game then let them take turns describing a child.

LESSON 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a worksheet with many letters of the alphabet randomly placed on the page the child is given one specific letter to find. The child will trace over the specified letter every time he sees it with 99% accuracy. (This activity is especially good for letters which are commonly reversed, i.e., p and q, b and d; or inverted such as, m and w, n and u, p and d.) A sample worksheet is on the following page.

ACTIVITY



LESSON 9 *READINESS*

INSTRUCTIONAL OBJECTIVE

After the child has been introduced to a letter of the alphabet present the child a worksheet where he will find and circle the assigned letter from among many letters with 98% accuracy.

ACTIVITY

G

T O K G R S B G E P
G L B G U D G T V
M H G E A F G T G
O Q R A B G S O C P

When the children are attempting to learn the letters of the alphabet in proper sequence use short segments of the alphabet and have the child find and circle the letters in proper sequence.

A B C D E F

L A G J U B R Q O D X W A
O B M B C M F P L S V J B
N J G U K R D Q X W A J W
W E B U R Q Z P S V F G N

LESSON 10 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a worksheet with many numerals randomly placed on the page the child is given one specific numeral to find. The child will trace over the specified numeral every time he sees it placed in the proper spatial alignment with 100% accuracy. If the numeral is reversed and the child traces it this is considered an error. (This activity is especially good for numerals which are commonly reversed.)

ACTIVITY

LESSON 11 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing groupings of stars the child will circle the groupings according to the color code which is found at the bottom of the page with 98% accuracy.

ACTIVITY

★★★ = blue
★★★★ = red
★★★★★ = green

LESSON 12 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing a number of different objects the child will color only those objects which begin with the letter c with 100% accuracy.

ACTIVITY

LESSON 13

READINESS

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing certain numerals within specific areas, the child will color the area according to the code listed at the bottom of the page for the various numerals.

ACTIVITY

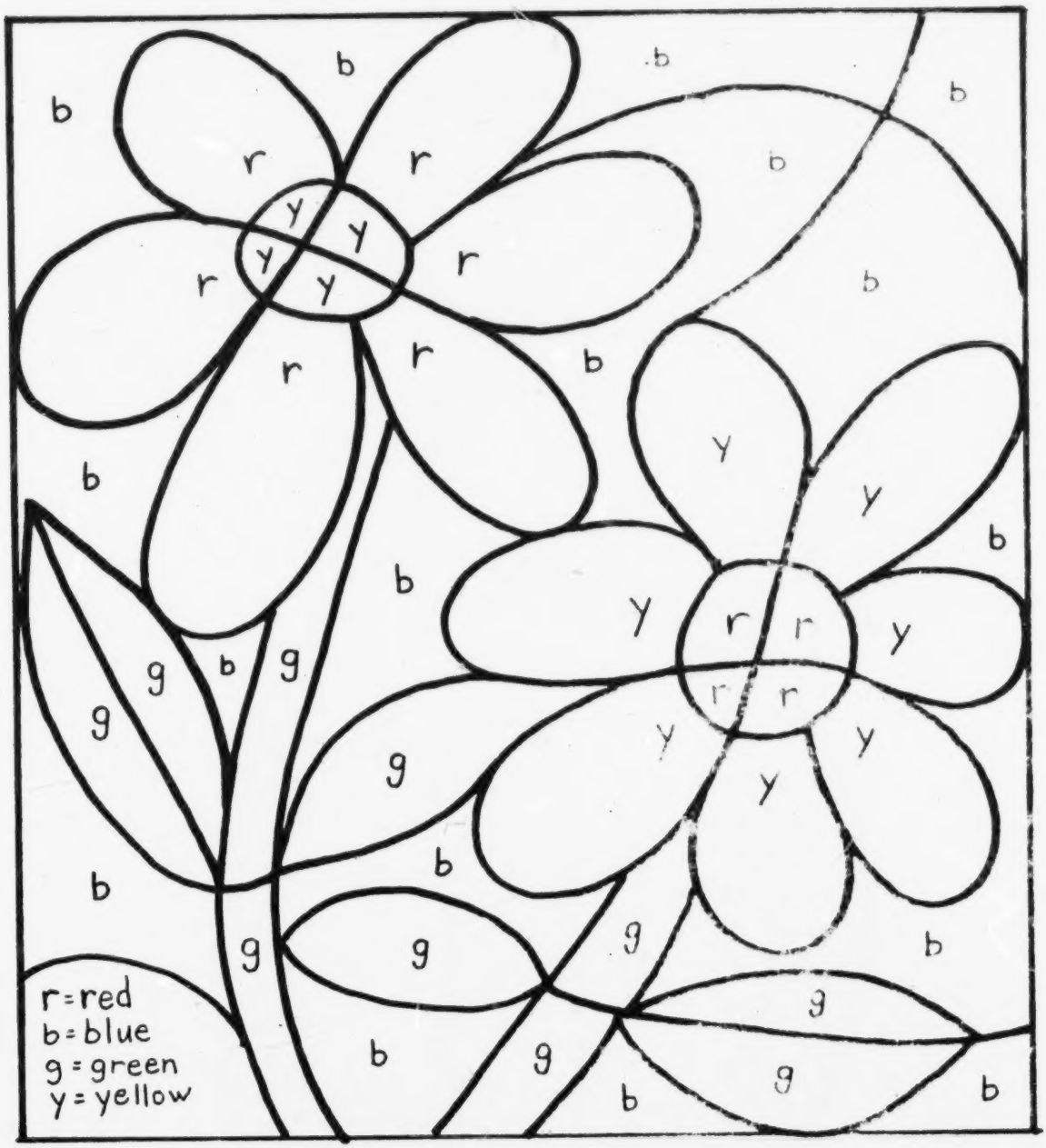
7 = brown
8 = red
9 = blue

LESSON 14

READINESS

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing certain letters of the alphabet within specific areas, the child will color the area according to the code listed at the bottom of the page for the various letters with 98% accuracy.

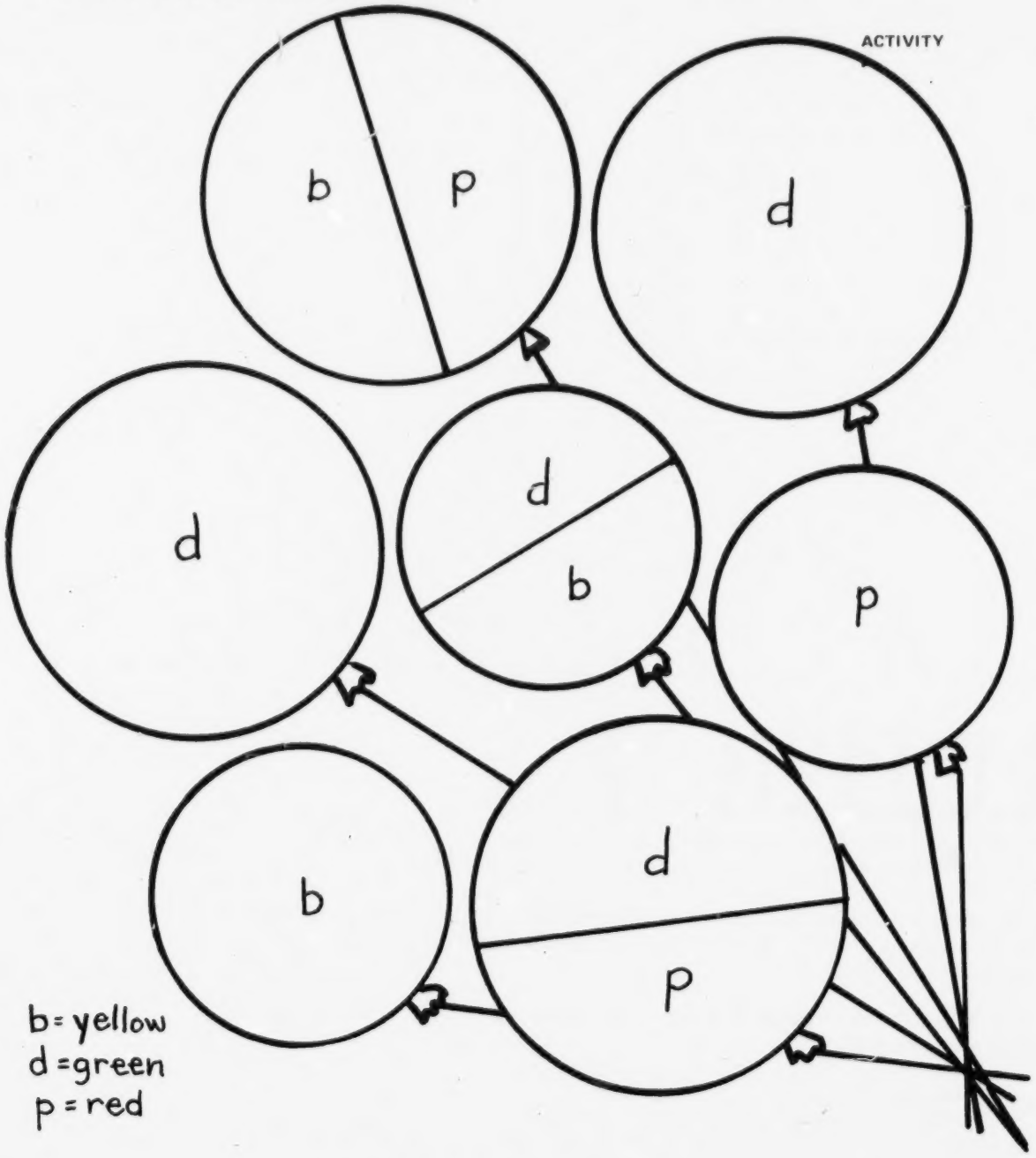


LESSON 15 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing certain letters of the alphabet within specific areas, the child will color the area according to the code listed at the bottom of the page for the various letters. (This activity is especially good for working on letters that children commonly reverse.)

ACTIVITY

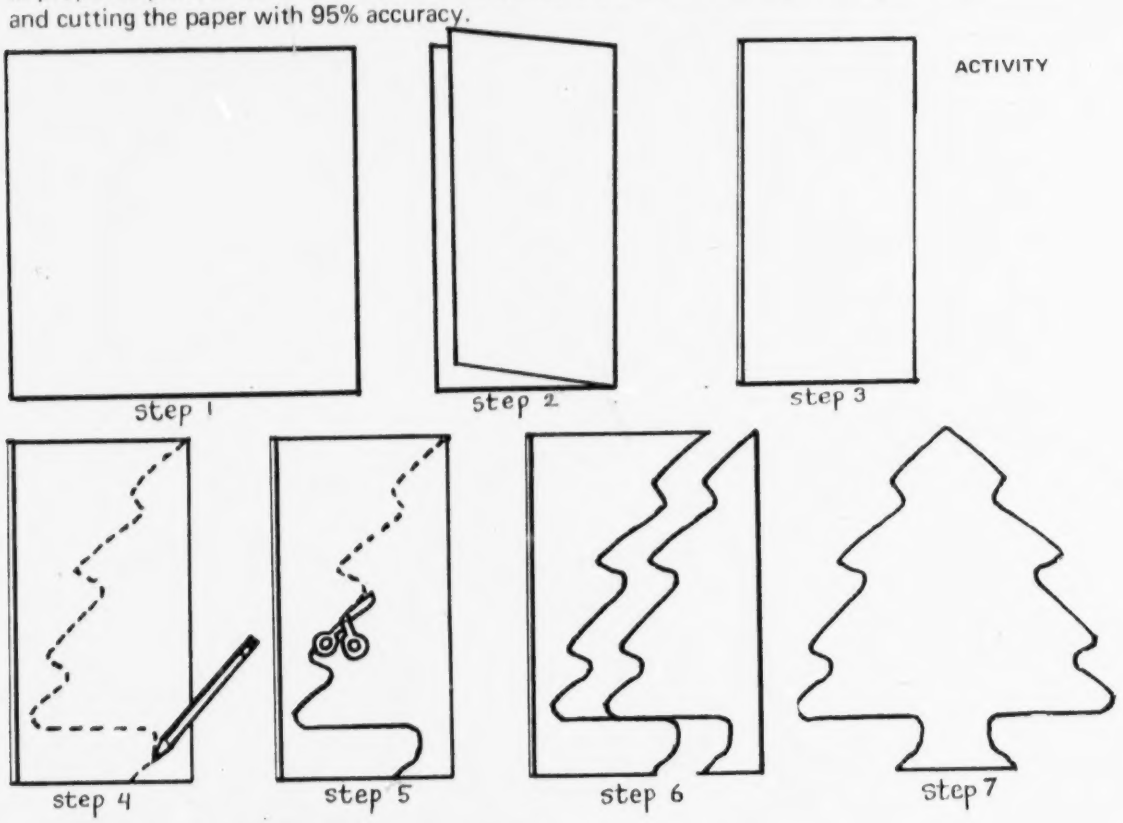


LESSON 16 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given an instruction sheet containing the pictures for a paper folding activity in proper sequence the child will be able to follow the pictures thereby folding and cutting the paper with 95% accuracy.

ACTIVITY



LESSON 17 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a letter of the alphabet by the teacher the student should be able to name something that begins with that sound with 98% accuracy.

ACTIVITY

This can be a flashcard game. Have the students make flashcards with a different beginning sound on each. When the card is flashed the child is to name something that begins with that sound.

Make a set of these cards for each step in your word attack skills program. The usual sequence is:

- consonants
- short vowels
- blends and diagraphs
- long vowels

LESSON 18 *ACADEMIC*

After the child has been introduced to the letters of the alphabet and their proper sequence present him with a worksheet where he will find and circle the letters in proper sequence throughout a series of nonsense words with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

There are commercial materials available to teach this particular skill.

ACTIVITY

a b c d e f g h i j k l m n o p q r s t u v w x y z

Sork fhk amorst jkbls lpwoc right kdlgj hef owiegk cnv zkla ihop wpql ncim qpeu ejrt akll akjhgm sjhgtr wyunr abvc aj hdgor wpqyh la kssf jaress lks poowa kjjf stealsl ppl swdxz iite yutr gv popiu lzxz kbvdsa sd ghjf sd erwer alskd df gghf klxs dsa poytr lmn hggb sswe mnyaa lly er wtq lkkzja.

LESSON 19 *ACADEMIC*

Given pictures of food items the child will be able to group the food items according to the appropriate meal at which this food is eaten with 85% accuracy.

INSTRUCTIONAL OBJECTIVE

A game can be made from this activity by placing the pictures of food inside a *mystery* box. The child selects a picture of a food item and then places it on a chart under the appropriate heading of either breakfast, lunch or dinner.

ACTIVITY

LESSON 20 *ACADEMIC*

Given an opportunity to look for only a moment at one math problem on a card the child will be able to verbally state what mathematical process is shown on the card.

INSTRUCTIONAL OBJECTIVE

Prepare a number of flash cards by writing problems with various operations such as subtraction, multiplication, addition and division. The cards are flashed to the child for only a second. The child should respond by giving the name of add, subtract, multiply, or divide to the mathematical process shown.

ACTIVITY

$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$ $9+1=$ $\begin{array}{r} 3 \\ -0 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$

$3 \times 2 =$ $6-4=$ $2\overline{)4}$ $9 \div 3$

LESSON 21 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a word by the teacher the child while blindfolded should trace over the word and be able to identify the word with 90% accuracy.

ACTIVITY

The teacher prints a word, at least 4 inches in size on the chalkboard. The child who has not seen the word, is blindfolded and has the teacher move his hand, tracing over the letters in the word. The child should then be able to identify the word from the kinesthetic information he received while tracing over the word. This helps to develop word imagery for words. Use this technique with words from the weekly spelling list.

LESSON 22 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a worksheet by the teacher the child will look for words which contain a certain letter. When the child finds the particular designated letter within a word he will trace over that word with a pencil or crayon with 99% accuracy. (This particular exercise is especially good to use with children who are having difficulties with reversals such as b and d, p and q, or inversions such as m and w, n and u, p and d.)

ACTIVITY

d

dig	doe	tad
dug	big	bib
bag	sub	dad
did	din	nap

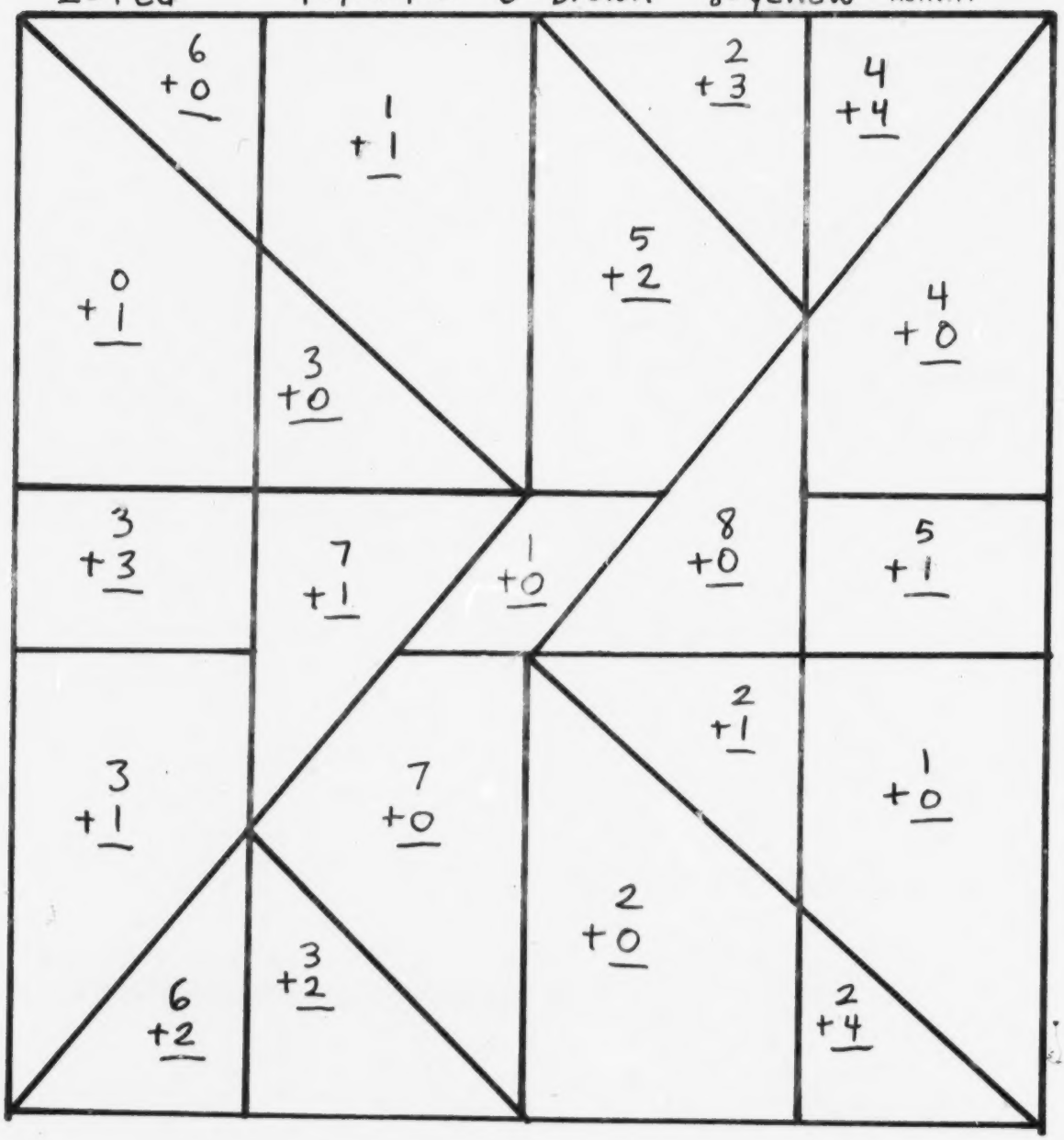
LESSON 23 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing basic fact problems in addition placed in various spaces throughout the page the child will work the problems and then using the sum color the spaces the appropriate color as found in the code with 99% accuracy.

1 = green 3 = blue 5 = black 7 = orange
2 = red 4 = purple 6 = brown 8 = yellow

ACTIVITY



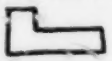
LESSON 24 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

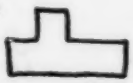
Given a group of cards with words written on them and another group of cards with the visual configurations of the same words pictured on them the child will match the word card and the configuration card for the same word with 95% accuracy.

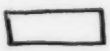
ACTIVITY

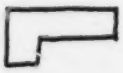
Prepare a group of word cards (preferably words from the child's current reading list) and also a matching set of word configuration cards. For example if you were using the word *three* then the configuration card for the word *three* would appear this way.

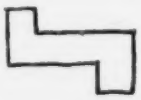


Other examples would include:

shoe 

man 

give 

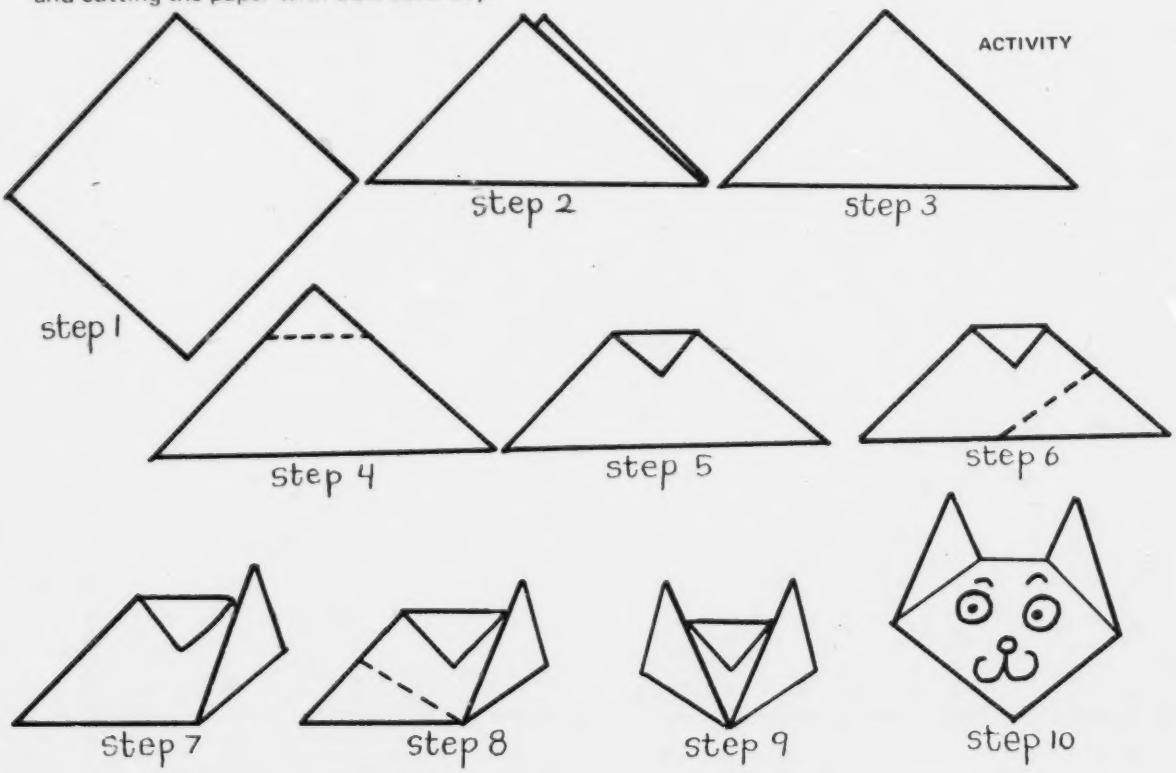
bring 

LESSON 25 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given an instruction sheet containing the pictures for a paper folding activity in proper sequence the child will be able to follow the pictures thereby folding and cutting the paper with 95% accuracy.

ACTIVITY



LESSON 26 *ADVANCED*

Given a newspaper to read the student should be able to find the various sections contained in the paper with 95% accuracy. **INSTRUCTIONAL OBJECTIVE**

As a part of the study of the use of the newspaper the student should be taught to scan the newspaper to find the various sections contained within the paper. Sections to be considered would include: headlines, births, obituaries, sports, job opportunities, weather, and the society section. **ACTIVITY**

LESSON 27 *ADVANCED*

Given a recipe by the teacher, the student should be able to read and follow the directions with 98% accuracy. **INSTRUCTIONAL OBJECTIVE**

The teacher provides a cake mix or recipe, utensils and ingredients for the student. The student read the directions and then carries out the instructions step by step until the product is finished. **ACTIVITY**

LESSON 28 *ADVANCED*

After a study of nutrition, the four basic food groups and the foods which are contained within these groups the students will write menus for a week. The menus should include the three daily meals plus nutritious snacks. **INSTRUCTIONAL OBJECTIVE**

LESSON 29 *ADVANCED*

Given a weekly menu the students will write down the food items that will need to be purchased at the grocery store for that week with 95% accuracy. **INSTRUCTIONAL OBJECTIVE**

LESSON 30 *ADVANCED*

Given a list of food items needed to be purchased at a grocery store for a week's menu the student should read a newspaper for grocery ads and figure out how much the grocery bill will be for that week. **INSTRUCTIONAL OBJECTIVE**

LESSON 31 *ADVANCED*

Given a symbol found in our society by the teacher, the child should be able to state the meaning of that symbol with 99% accuracy. **INSTRUCTIONAL OBJECTIVE**

The teacher shows a symbol, such as one for railroad crossings, to the class. She describes the symbol and discusses its meaning to the children. After working with and observing the symbols for a period of time the children should be able to state the meaning of the symbols. **ACTIVITY**

Various environmental symbols would include:

- railroad crossings
- traffic lights
- stop signs
- no passing signs
- crossroads
- speed limit signs

There are many new symbols which will be used with greater frequency in the future.

LESSON 32 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given an activity which requires following pictured directions to complete, such as putting a model car together, the student should be able to complete the activity with 95% accuracy.

ACTIVITY

Have the child select a model car or airplane he is interested in putting together. The directions should be given by following sequenced pictures of the article from the beginning of the construction to the end.

LESSON 33 *ADVANCED*

Given a television schedule the students will find their favorite programs for a week and write in sequential order the day of the week and the time of the day the program is aired with 90% accuracy.

INSTRUCTIONAL OBJECTIVE

Provide the student with a weekly television schedule which can often be found as a supplement to the Sunday edition of the newspaper. Have the student locate the programs he or she enjoys watching. The student should be able to write down the name of the program, the day the program is viewed, and the time of the program.

ACTIVITY

LESSON 34 *ADVANCED*

Given a telephone directory the students will find the names and addresses of the students in their class and they will write this information in a personal telephone and address book along with the telephone numbers of the police, doctor, fire station, etc. with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

The students in your classroom should be able to make their own lists of important telephone numbers and addresses. Make up a list where the youngsters can write emergency telephone numbers such as fire, police, doctor, sheriff, ambulance, and state highway patrol. Also make a list for local telephone calls most frequently made, which probably will be the numbers and addresses of other classmates.

ACTIVITY

LESSON 35 *ADVANCED*

After each study and discussion period concerning a rule or regulation for safe driving the student will make a diagram to illustrate the rule or regulation which was just studied.

INSTRUCTIONAL OBJECTIVE

The students will probably want to cut pictures of cars and driving equipment from magazines to use in the illustrations.

ACTIVITY

LESSON 36 *ADVANCED*

Given a road map the student will chart the route to travel when going from one location to another, with 99% accuracy.

INSTRUCTIONAL OBJECTIVE

Begin with large city maps and have the students plan the route for going to the ice cream store, the grocery store, the shopping center, or the movie theatre.

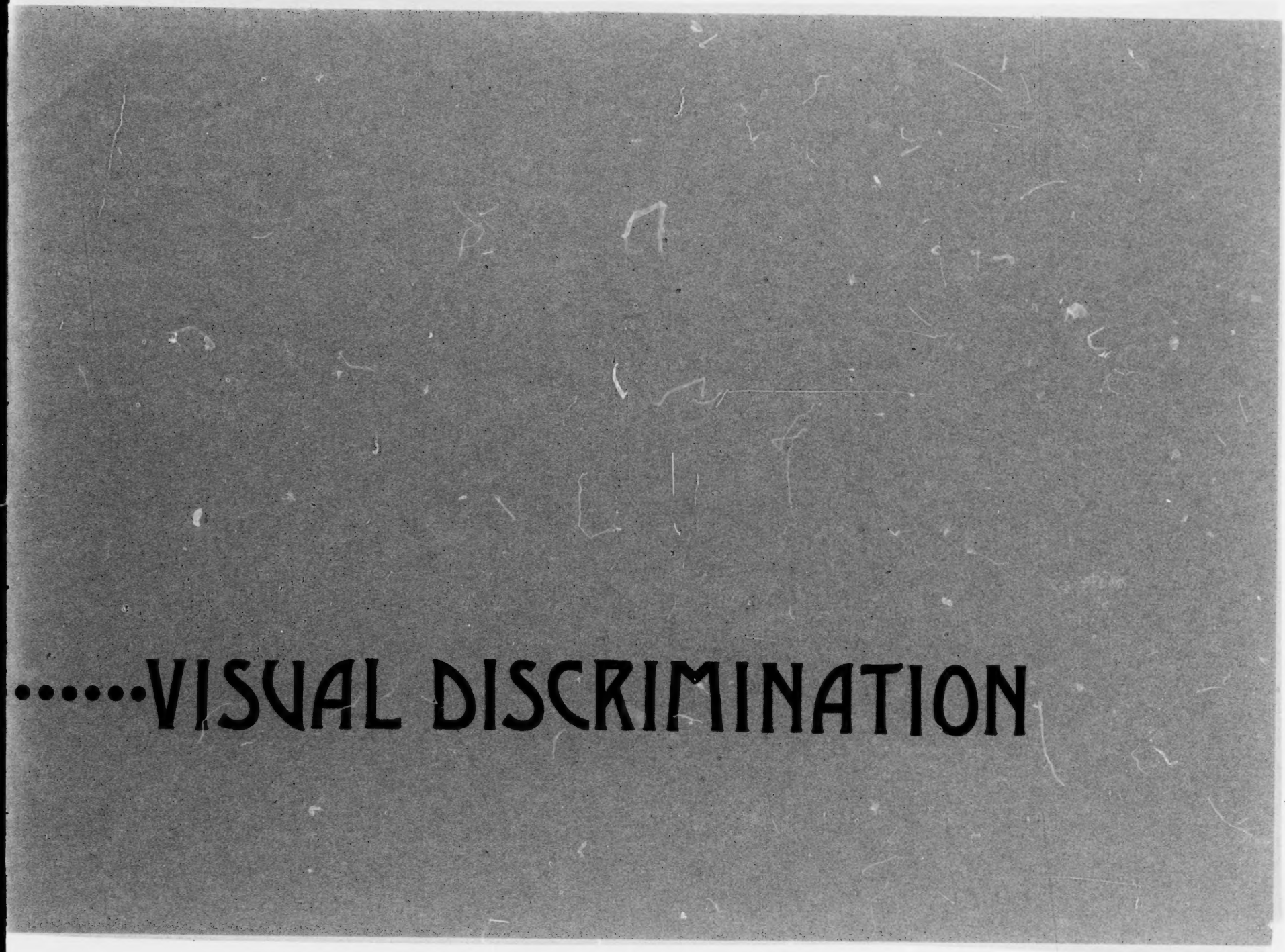
ACTIVITY

After the students are able to plan city routes with 99% accuracy then introduce them to state maps and plan the routes to take on the larger maps.

LESSON 37 *ADVANCED*

During the study of clothing the students will prepare a notebook of pictures of clothing taken from catelogs and magazines. They will organize the pictures according to which items are appropriate and in good taste for various places and functions, i.e., school, office, church, play, movies, party.

INSTRUCTIONAL OBJECTIVE


.....VISUAL DISCRIMINATION

LESSON 1 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given three separate sets of solid cylinders--each set of cylinders having its own inset board and each cylinder board set displaying its own specific characteristics--students will work with cylinder board groups, one set at a time, in order to master discrimination of objects according to length, diameter, or both, and will learn to fit the correct cylinder into the correct inset in each instance.

MATERIALS

Basic units (Montessori type), each consisting of:

Set 1: Ten cylinders of the same height but of varying diameters.

A thick, smoothly-planed board containing ten insets having equal, cylinder-matching diameter.

Task: Match cylinder to inset diameter in small to large sequence.

Set 2: Ten cylinders with only the cylindrical form itself being constant, otherwise varying in both height and diameter.

A thick, smoothly-planed board containing ten insets having equal, cylinder-matching diameter.

Task: Place cylinders in insets, sequencing in basis of height from short to tall.

Set 3: Ten cylinders with only the cylindrical form itself being constant, otherwise varying in both height and diameter.

A thick smoothly-planed board containing ten insets of varying diameters, one to correspond with each cylinder. Insets are arranged in random sequence.

Task: Match cylinder to inset on basis of diameter only.

QUANTITY: Each basic unit contains all three of the above cylinder board groups. Therefore, for a student population of 15, five or six basic units would be sufficient.

COMPOSITION: Montessori's original units were of wood, but plastic will work as well. (See Materials section at end of this book.) Each cylinder board group should be sufficiently light in weight so that the child can carry it easily. Surface should be polished and smooth in order to facilitate discriminating, matching, and sequencing objectives. Each cylinder should fit into its corresponding inset comfortably, i.e., neither too loosely, nor so tightly that it binds.

STORAGE: Each cylinder board group should have its own sturdy, storage container. When the material is being used, the container is a handy place to keep the cylinders so they will not roll or become mixed with other sets. (Color coding might help.)

ACTIVITY

When the students are familiar with the room's storage practices, two or three at a time can be asked to go to the storage cabinets, each to select one of the containers holding one cylinder board group, and return to their seats. Or, the instructor can have previously placed one grouping on each desk.

The children will be asked to study and remove all the cylinders from the inset boards. The instructor will ask the students to see if they can remember how their own cylinders were arranged in the inset board, and to try to replace them exactly. The instructor should encourage independent work. If a child is stuck, the instructor may demonstrate as the child watches. When finished with the demonstration, the instructor should disassemble her demonstration, which forces the child to recall via visual motor memory in order to complete his own task. Additional demonstrations are acceptable but each time, the instructor must disassemble her demonstration.

This task capitalizes upon two characteristics of the average child:

1. children like to line up objects in rows
2. children like to place objects into openings.

Through the use of the above activity, the students will learn to discriminate between different objects as well as develop an understanding of spacial relationships. Visual discrimination and eye-hand coordination are the major skills involved. The child is also learning to concentrate, experiment, analyze, and compare.

When the child seems competent in the activities suggested above, he may be blindfolded and attempt to place the cylinders in their correct insets. The child is now required to depend solely upon his kinesthetic and tactile senses.

LESSON 2 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a series of frames--each containing one of the following tasks: snaps, hooks and eyes, lacing through eyelets, large buttons and button holes, small buttons and button holes, zippers, or any other similar, suitable tasks mounted on sturdy fabric--the child will learn, during the course of the semester, the above tasks sufficiently well to help with his own dressing and undressing, eventually learning to dress and undress himself independently. For the older, learning disabled child, additional practice and reinforcement of visual discrimination and dexterity are the objectives.

MATERIALS

Separate frames of wood, aluminum tubing, or other suitable material, each containing sturdy fabric featuring one of the following tasks:

snaps--varying sizes from large to small
large buttons and buttons holes--several sets on one frame
double-breasted type of buttoning sequence--large buttons
small buttons and button holes--several sets per frame
zippers--ranging from heavy duty to light, but having easy action
hooks and eyes--varying sizes from large to small
laces and eyelets--beginning with big eyelets, going to small
five or six buckles--different sizes

ACTIVITY

Students can be asked to select one of the above tasks and return to their seats. Or the instructor, by design, may have placed a particular task on a given student's desk. The instructor will demonstrate and explain briefly what is expected, then circulate around the room, demonstrating on her duplicate frames as needed. Students should be encouraged to work toward mastery on an independent basis.

For variety, large, almost life-sized dolls can be used to provide extra manipulative practice. Garments for doll(s) should feature various combinations of fastenings listed in the Materials section.

LESSON 3 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given containers of assorted buttons, children will be able to discriminate and classify according to: color, size, shape, holes, or composition with 85-90% accuracy before the end of the semester.

MATERIALS

Buttons--all colors, sizes, shapes, 2 to 4 holes, cloth, wooden, glass, shell, metal
Containers--plastic, clamp-on lids, to hold 20 to 40 buttons

ACTIVITY

Select one or two classification criteria ahead of time, and place additional samples of those buttons meeting specified criteria in the students' plastic containers along with the general assortment. For example: the two criteria might be pink and square. The children, after having spread their button assortment carefully on the desk before them, would be asked first to pick out all the pink buttons, next to set aside all the buttons that are square. Following this, they could be asked now to set aside all the buttons, thus forming a third group that are both pink and square.

Other criteria can be suggested by the teacher or suggested by the children. The basic objective is to see if the children can satisfy designated criteria of visual discriminations, i.e., similarities and differences involving color, size, shape or holes, indicating that these similarities and differences have been learned and are now understood.

Additional visual discrimination activities may be accomplished using the following:

- plastic knives, forks, spoons, tablespoons--various colors and sizes for sorting and classifying
- bean seeds--navy, brown, string
- beads--to be strung and sequenced
- coins--first emphasis upon size and color, value later

LESSON 4 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given three separate sets of solid blocks which: Set 1, decrease in size; Set 2, decrease in height and width but not in length; Set 3, decrease in length by regular intervals, but not in height and width, the students will be able to arrange in sequence from large to small or long to short with complete accuracy before the end of the semester.

MATERIALS

Solid blocks--three separate sets:

Set 1: 10 wooden cubes, decreasing in size

Set 2: 10 rectangular wooden blocks, decreasing in height and width, but not in length

Set 3: 10 wooden blocks decreasing only in lengths by regular intervals, but remaining constant in height and width

QUANTITY: One of each for all students in group

ACTIVITY

Since this task requires more structure than some of the earlier tasks, each child will begin with the 10 wooden cubes described under Set 1. The instructor, sitting at a long, low table, or on the floor with the students, will demonstrate. The largest cube should be placed on the table first, then the next smaller, and the next smaller until the smallest cube is at the top. When the demonstration is complete, the instructor will knock down the sample. The children are now to duplicate. The objective is to achieve balance through graduated size with no left-over blocks. (This is another task that could be attempted with a blindfold, once basic mastery is achieved.)

The concepts to be gained are:

- size reduction, paired with
- weight reduction, plus
- directional cues of up, down, top, bottom, middle
- beginning awareness of *square* since the face of each cube is a perfect square
- pyramid shape of the constructed blocks tower, later to be transferred to the triangle
- balance - any cube placed out of its graduated sequence will upset both visual and gravitational balance.
- the child will probably try to carry his pyramid and will persist, most likely, until he can do so without toppling the whole project--which calls for evenness of gait, coordination between feet, hands and arms, and visual judgment of direction and distance.

The blocks under Set 2 (Materials), when arranged on the floor side by side, beginning either with the smallest or the largest, stimulate a staircase. Visual discrimination is again required to arrange in smooth sequence from either end. Instructor will demonstrate, then knock down. Children are to duplicate.

Using Set 3 (Materials), instructor will demonstrate by stacking, keeping left edges even, in which case right edges will again stimulate a staircase. The longest block has ten intervals, each marked by a different color. The next has nine intervals (with the tenth omitted). The following block has eight intervals (with the ninth and tenth omitted), and so forth. This set of blocks pre-dates the Cuisinaire rods, and is to be used in much the same manner, i.e., as an introduction to the simpler mathematics processes. Students are encouraged to compare, contrast, and classify independently.

LESSON 5 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given sufficient practice with rough and smooth textured surfaces, beginning with gross differences and moving to differences that are not so extreme, students will be able to distinguish and verbalize which are which with 95% accuracy.

MATERIALS

Approximately 12, 6" x 6" heavy-duty posterboard cards, on which are mounted 2" x 4" strips (neatly centered) of various materials, 6 of which fall within the rough category, and 6 of which fall within the smooth category, such as:

Rough:	*Smooth:*
sandpaper	a strip of plastic overlay
terry cloth	silk
tweed	satin
corduroy	nylon jersey
a nubbed fabric	fine cotton
burlap	velveteen

ACTIVITY

- Beginning with just sandpaper and plastic have children run index finger of preferred hand across strip of material, *always left to right,* while you say *rough* if it is a rough fabric, and *smooth* if it is a smooth fabric. Continue this activity for several sessions, if necessary, until the visual-auditory-kinesthetic-tactile association seems to be established.

- Next, add the name of the material, such as *rough sandpaper,* or *smooth plastic.* Continue until the children are able to correctly describe and name the materials as they slide their fingers across the material, left to right.

- For some extra fun, blindfold the children and see if they can rub their fingers over the material, tell you whether it is rough or smooth, and give the name of the material.

- When each set of opposites has been mastered, add another as indicated.

- The final task will be to present the materials visually **only.** The children should now be able to look at the material, tell you whether it is rough or smooth, and identify it by name.

LESSON 6 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a specific object as a visual model, children will be able to choose a matching object from an assortment of familiar objects or articles spread before them with 100% accuracy.

MATERIALS

A selection of familiar items to be used as *figure* for teacher demonstration.
A duplicate of all demonstration items so that each child has a full complement within his assortment.
12 to 15 grossly dissimilar, random objects for each child's assortment to serve as *ground,* of which only 4 or 5 will be used at one time to begin with. Number of ground objects can be rotated, shifted, and increased to 8 or 9 as visual discrimination skills improve.

ACTIVITY

- Instructor will hold items up, one at a time, and ask children to locate and also hold the item up from their assortment which matches the demonstration item for a given characteristic, i.e., size, shape or color.

- This activity could be used to develop language by asking such questions as: *What is this? How would you use this? Where would you find this?*

- This activity could also be used to introduce and/or reinforce beginning letter-name or letter-sound activities. One or two of the letters being taught in reading, in cardboard or sandpaper form, and pictures of the key words mounted on cardboard, can be added to the assortment. Instructor will say, *Who can find something in their collection that looks like this?*, while holding up the letter A, for example. When the students have found the letter, instructor will ask them to hold it up and name it. The same procedure can be used for locating and identifying the key word picture. Numerous items beginning with the given letter-name, letter-sound can be included in the assortment. Instructor and students can examine each of them together. The learning process in these activities involves all input modalities--visual, auditory, kinesthetic, and tactile.

- As memory training at the end of a session, the instructor can ask if anyone can remember and name all of the items *found* in their collections (restrict the total number to 4 or 5 at first, increasing as student performance progresses).

- For memory sequence training, see if the students can name items in the order in which they were identified, again beginning with just 2 or 3 items. As they are named, instructor can select that item from her demonstration set and line up all items on the chalk tray for visual reinforcement.

LESSON 7 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given sets of four or five concrete objects, one object being different from the others, children will be able to indicate which is different and how with 100% accuracy.

MATERIALS

Suggested concrete objects:

4 silver jacks and 1 red jack (color)
4 new pencils and 1 stub (length)
4 golf balls and 1 baseball (size)
4 books/1 sheet of paper, 4 nails/1 pin, 4 pens/1 paint brush, others
AND/OR
Cutouts for flannel board--cut from magazines, mounted on oaktag with strips of felt glued to the back
4 like animals and 1 different
4 trees and 1 flower
4 squares and 1 circle
4 chairs and 1 table
4 oblongs and 1 triangle
4 roses and 1 daisy

Storage can be facilitated by having a separate envelope or clear plastic bag for each set of items, and a large enough box to contain entire set of materials, with lid.

ACTIVITY

- Instructor can have children gather around a low, central table. Leaving the packaged sets of items in the box at her side, instructor can place the lid in the center of the table. Instructor will explain that she is going to put four or five items in the lid. One of the items will be different from all the others, and the children, as called upon, are to pick out and hold up the item that is different. Child will be asked to explain how it is different.

- Using flannelboard, instructor can place objects in a row (as they will later be arranged on paper). Children will be asked to identify and name the item that is different.

- When the children catch on, they can arrange their own sets, taking turns at the flannelboard.

LESSON 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

Beginning with paper and crayon activities, students will be given discrimination tasks, beginning with gross differences and progressing to finer differences. Students, in a set of several items, will be able to identify and underline those items that are alike, and/or will be able to identify and cross out the items that are different, with 90-95% accuracy.

MATERIALS

Worksheets presenting the following kinds of discrimination tasks:

Gross differences:

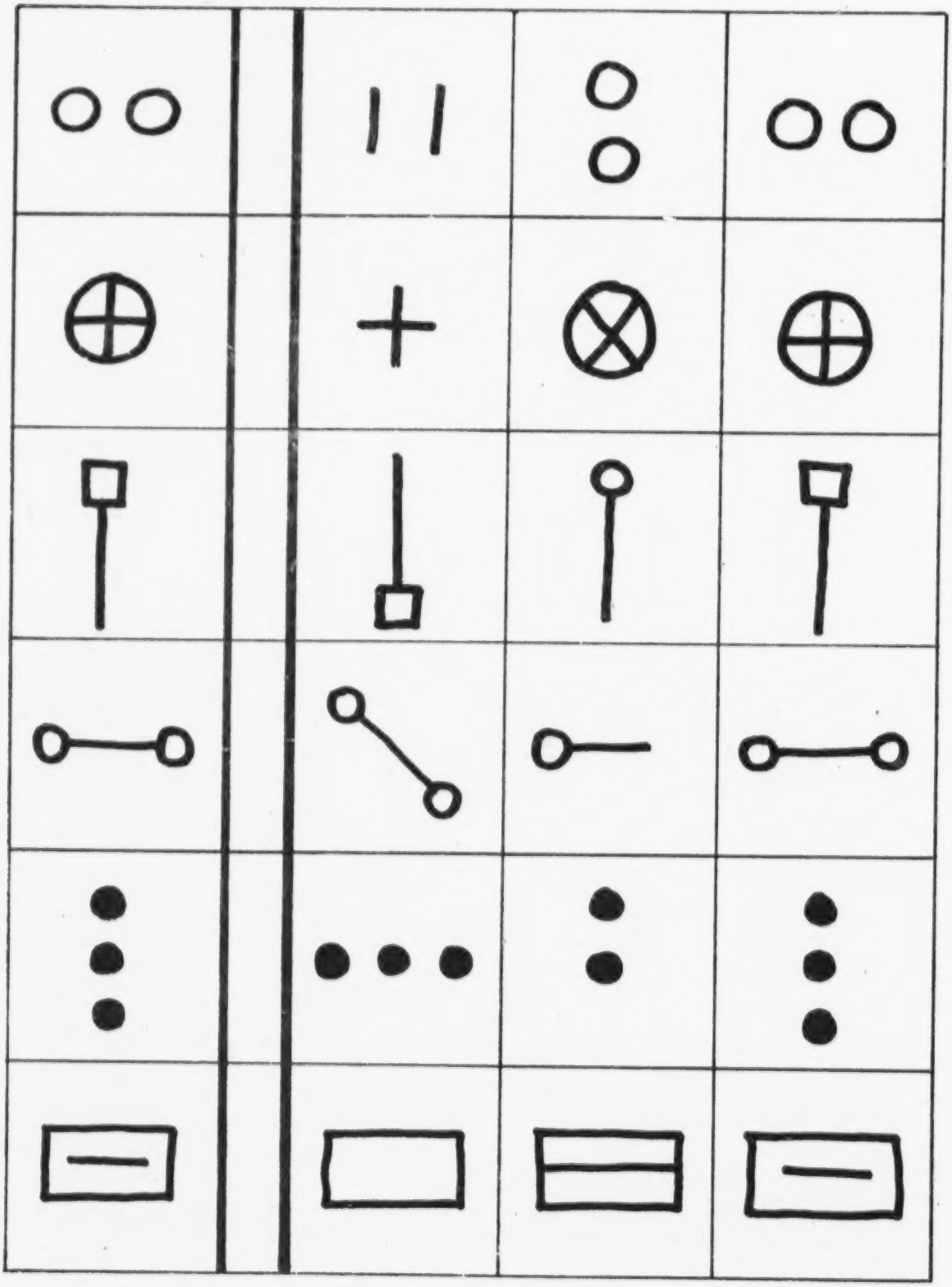
Similar, but still different:

Fine differences in detail:

ACTIVITY

Instructor will work through one worksheet with the group. Instructions might be: *Take a look at the first figure on the left of your paper. Do you see any others that look like this one? Draw a line* under *all the figures you find that look like the first one.*

Once they have identified all figures that are alike, they are ready to locate the figure that is different. Now, the instructor can say, *Do you see any figure that does* not *look like these others? If you do, draw a large X through that figure. How are they different?* Children can be instructed to do other prepared worksheets in the same way, by themselves.



LESSON 9 *READINESS*

INSTRUCTIONAL OBJECTIVE

In preparation for writing activities, students will be taken through an introductory program, such as those in the worksheets included.

MATERIALS

Worksheets showing orderly, developmental sequence of skills presentation
Crayons, pencils

ACTIVITY

Worksheets which begin with very simple behavioral expectations, emphasizing left to right movements, also emphasizing eye-hand match (or visual motor performance), and requiring the student first to draw a continuous line from left to right within a 1½" band, with final expected performance being able to trace over a dotted line.

Groups of students using these materials should be small enough so that the instructor can observe and structure the desired writing behaviors, repeat and review as necessary, and/or provide alternate but similar activities as needed. Sample worksheets are on the next two pages 121 - 122.

LESSON 10 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given cutouts of geometric shapes of one color, children will learn to match and paste cutouts to outlines ditto'd on a piece of construction paper of a contrasting color with 95% accuracy.

MATERIALS

Cutouts--large and small (all yellow, for example) of:
- circles
- squares
- rectangles
- triangles
- diamond shapes

Worksheet on which has been ditto'd outlines to correspond with each of the cutouts listed above (light blue paper, for example)
Paste

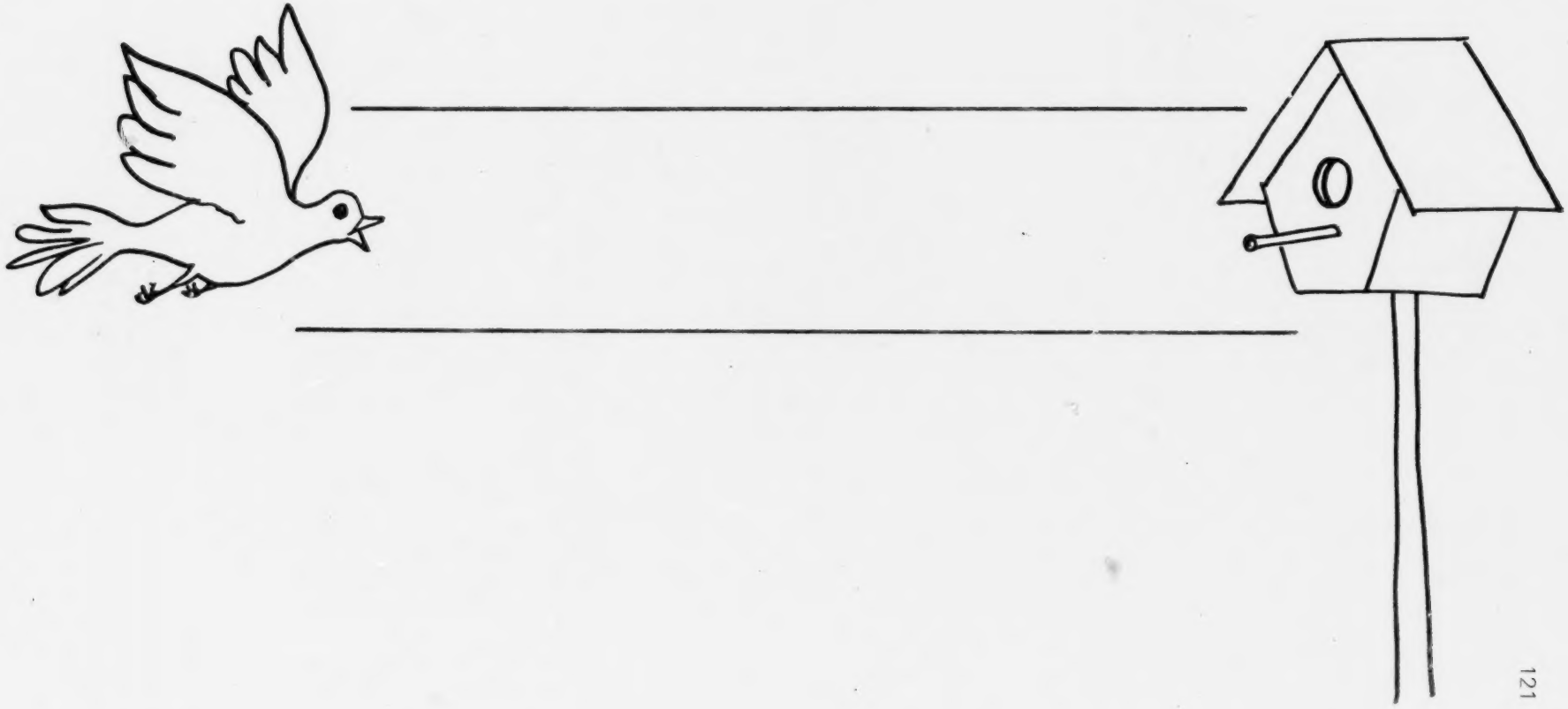
ACTIVITY

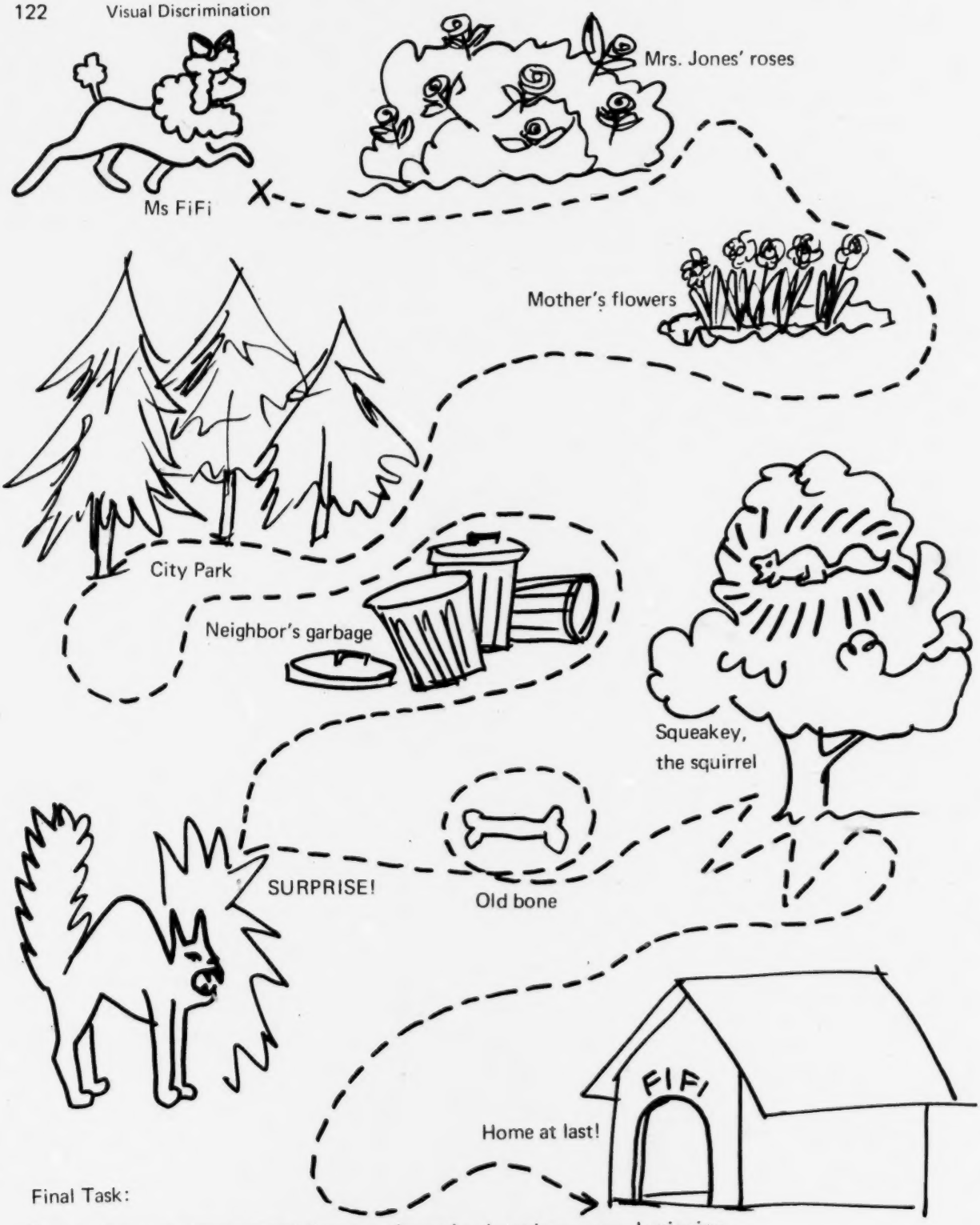
Instructor will work through several matching tasks with the students, as follows: *I am holding up a* what? *That's correct, a very small circle. Now see if you can find a very small circle just like this on your table and hold it up. Very good. Now see if you can find a* picture *of this same circle on your blue picture of the circle. Very good. What am I holding up this time? A triangle? Yes. Big or small? Yes, a big triangle. See if you can find and hold up one just like this. Good. Do you see a blue picture of your triangle? Alright, put your big yellow triangle on the blue picture of a triangle.*

When the children understand the process, they can be instructed to finish the activity independently, pasting the yellow cutouts to the corresponding blue picture. For alternate activities, instructor can have students outline the *blue pictures* which will provide kinesthetic and tactile reinforcement. Or, instructor can have children cut out the *blue pictures.*

Sample worksheets are on pages 123 - 124.

Task 1: The student is to draw a crayon line from the bird to the entrance of the birdhouse. Line is to be contained within the upper and lower boundaries, and is to be drawn, of course, from left to right, in one continuous line.

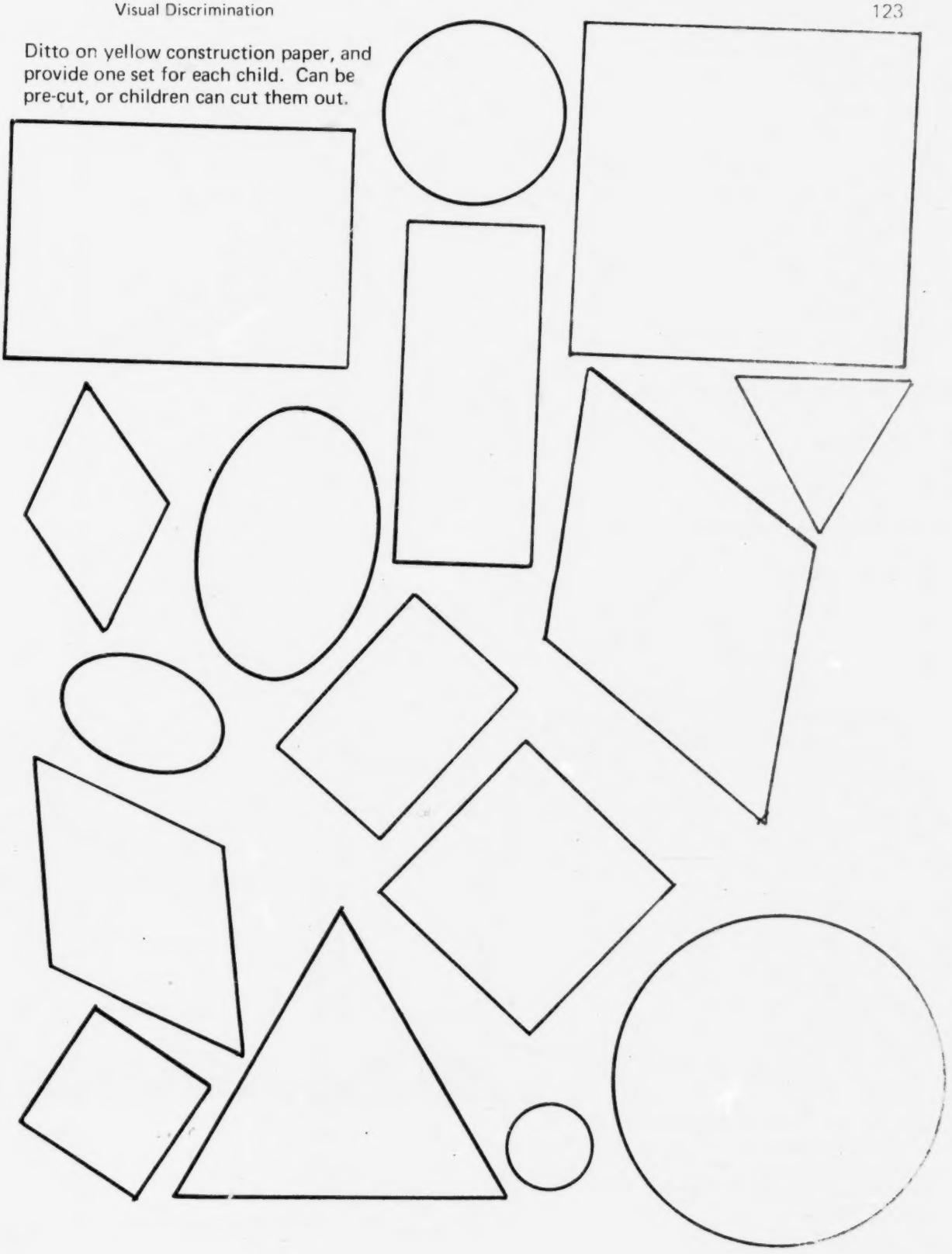


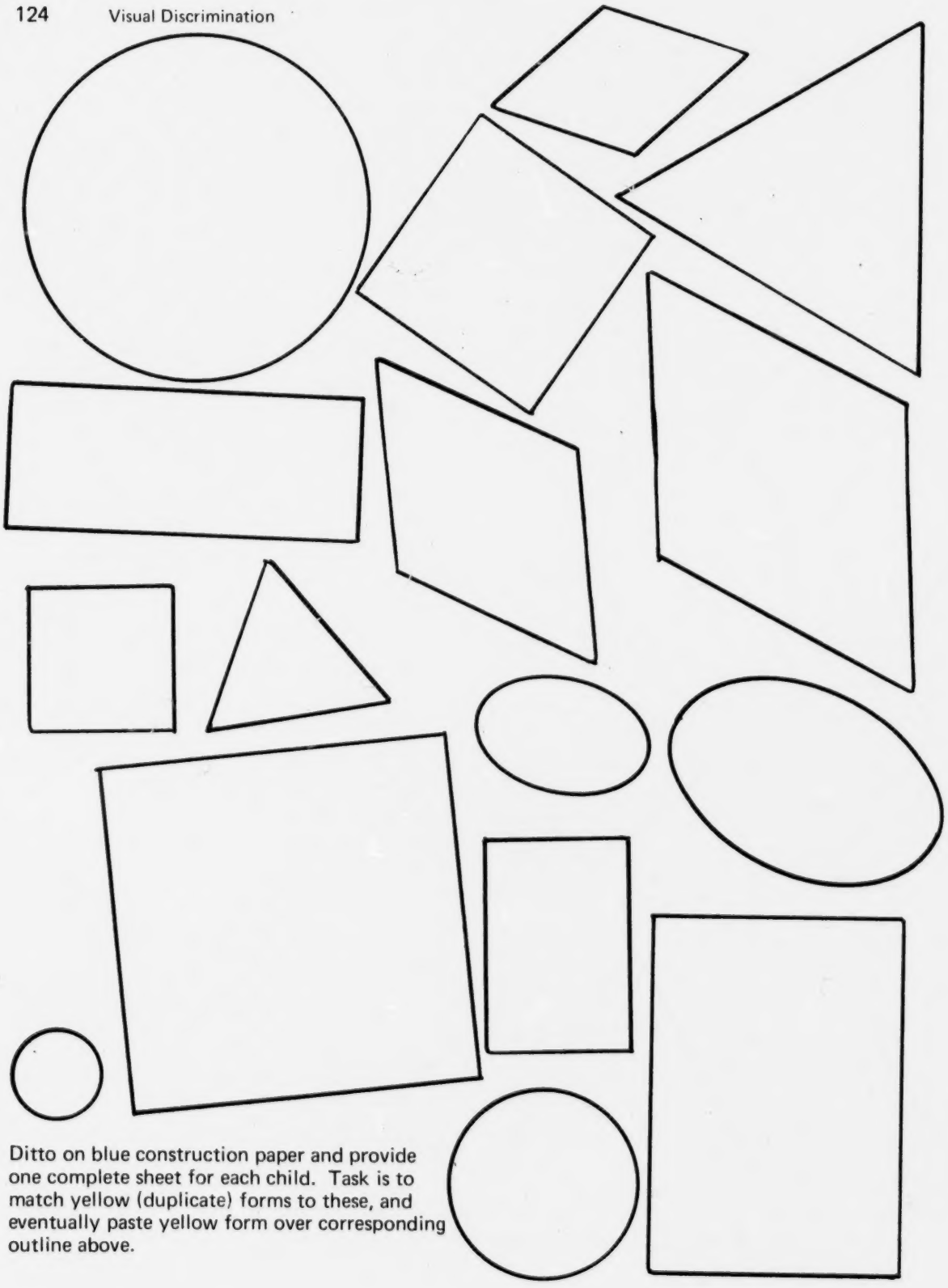


Final Task:

The student is to draw a pencil line over the entire dotted sequence, beginning with X and ending on the point of the arrow at the front of the dog house. Student should be able to cover dotted line with his own for the entire length of task.

Ditto on yellow construction paper, and provide one set for each child. Can be pre-cut, or children can cut them out.





Ditto on blue construction paper and provide one complete sheet for each child. Task is to match yellow (duplicate) forms to these, and eventually paste yellow form over corresponding outline above.

LESSON 11 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given tasks requiring identification of letters, again moving in a gross to fine difference sequence, children will be able to identify and mark the letter that is different with 100% accuracy.

MATERIALS

Worksheets of the following types in the following sequence:

Grossly different:

d d d x d

a a k a a

c w c c c

Instructions: Look at all the letters in row ( ). Find the one that is different and draw a circle around it.

* * *

Similar, but still different:

F F E F F

e e e c e

r n r r r

Instructions: Look at all the letters in row ( ). Find the one that is different and draw a circle around it.

* * *

Confusing differences:

p p p p q

O Q O O O

y v y y y

f f f t f

Instructions: Look at all the letters in row ( ). Find the one that is different and draw a circle around it.

ACTIVITY

As each level of new letters is being introduced, the above format can be used. Begin with differences that can't be missed reducing the differences so that the youngsters really have to attend to notice them. Each step reinforces the shape of the letter being studied and sharpens the discrimination skills required for successful identification of that letter. The letter name should always be paired with the letter symbol. The visual motor involvement required in circling provides further reinforcement.

name _____
date _____
class _____

Find the letters that are different and circle them.

model letter: b							
b	m	f	b	b	m	b	d
b	f	h	b	h	b	b	s
b	d	b	h	d	b	b	f
Student practice portion of worksheet:							
b	b	b	b				
b							

name_____
date_____
class_____

Find the letters that are different and circle them.

model letter:								
c		l	c	c	h	t	c	l
c		a	l	c	a	c	l	c
c		e	a	c	e	c	a	c

Student practice portion of worksheet:

c		C	C	C				
c								

LESSON 12 *ACADEMIC*

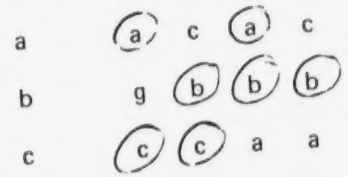
INSTRUCTIONAL OBJECTIVE

Given tasks requiring identification of letters that are like a specific model letter, children will be able to identify those letters and mark them as instructed with 100% accuracy.

MATERIALS

Worksheets of the following types:

Suggested instructions: Look at the first letter of each row on this page. Draw a circle around all the letters in each row that look just like the first letter in that row.



ACTIVITY

In Lesson 11, the students were led to discover what a given letter looks like by having to indicate what it did *not* look like. In this lesson, the students *anchor* this knowledge by finding letters that are the same, i.e., look *like* the model letter. The name of the model letter should be taught, retaught and reviewed.

name _____
date _____
class _____

Circle letters in each row that are like the model letter.

model letter								
b		m	f	(b)	(b)	m	(b)	(b)
b		f	h	(b)	h	(b)	(b)	h
b		d	(b)	h	(b)	d	(b)	(b)

Student practice portion of worksheet:

b		b	b					
b								

name_____
date_____
class_____

Circle letters in each row that are like the model letter.

model letter:								
c		l	c	c	t	c	h	c
c		a	l	c	c	l	a	c
c		e	a	c	e	c	c	e
Student practice portion of worksheet:								
c		C	C	C				
c								

a		i	a	n
n		u	i	n
p		q	p	b
m		w	n	m
A		H	A	B
i		j	*i*	r

ff		tt	ff	ll
hh		nn	ii	hh
mm		mm	nn	yy
dd		pp	dd	gg
vv		vv	ww	xx
bb		dd	gg	bb

af		fa	bc	af
eg		qi	eg	be
hu		hn	xr	hu
vw		xn	vw	wx
no		no	oo	on
yt		tz	gt	yt

name_____
date_____
class_____

circle letters which match model pair.

oo		oc	eo	oo	oo	oc	oo	oo
oa		oo	oa	oc	ao	oa	oe	ao
ab		ba	eb	ob	ab	be	ab	ba
bc		bo	cb	bc	bc	bo	be	bc
ba		ba	be	ba	ba	bo	ab	ba

LESSON 13 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

While children are studying a given letter(s), they will be able to select those letters from magazines and newspapers, cut them out, and mount them on sheets of construction paper bearing the matching letter(s).

MATERIALS

Pages from both magazines and newspapers which contain advertisements featuring fairly large print.
Flannelboard, on which have been mounted the letters covered in the lesson for that day (usually no more than two or three letters).
Lettered sheets of construction paper, one to correspond with each of the letters shown on flannelboard, with a complete set of lettered sheets for each child.
Scissors and paste

ACTIVITY

Instructor will review the letters displayed on the flannelboard, making sure children know them. Sheets of construction paper, one for each letter presented on the flannelboard, will be distributed to each child. Children will be instructed to select one of the sheets of construction paper, name the letter at the top, and cut out 4 (or 5) matching letters from the newspaper and/or magazine pages. They are then to paste the cut-out letters on the correspondingly lettered sheet of construction paper.

LESSON 14 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given specific letters, words, or such things as outlines of children, furniture or pets which have been bedded in backgrounds, children will be able to isolate and discriminate those specific letters, words, outlines of children, furniture or pets with 90% accuracy.

MATERIALS

Practice sheets having above named figures embedded in convoluted-line background
Colored pencils or crayons

ACTIVITY

- Instructor will pass out worksheets and crayons to children. If an opaque projector is available, instructor's demonstration sheet can be flashed on screen. Instructor and children will locate one embedded figure together so that children will understand what is expected of them. They will then be instructed to *find as many figures as they can that look just like the demonstration figure.* If opaque is not available, the instructor can have one of the figures outlined in color. Children's attention will be called to this figure and instructed as before.

- Group activities with large pictures can be used. Children will be asked to examine the picture, and focus on all objects in the picture that move, that have fur, that are made of wood, that can be eaten or that grow. Have children discriminate and identify objects by size (large or small), location in picture (top, bottom, middle, left, right) and by color.

- Instructor might use large picture or drawing another way. Instructor will describe one of the objects in the picture. Children will study the picture to see if they can find the object described by the instructor. Clues will be sparse

to begin with. If no one can provide the name of the object the instructor has described, the instructor will add one clue at a time until the object is named. Winner then describes an object to be guessed as does the next winner, and the next.

- A similar game for room use is *I Spy*. Whoever is *it* describes an object in the room, giving just three clues, saying, *I spy something that is long, thin, and white*. Child who correctly identifies the object (chalk) take his turn. Children are required to discriminate visually an object that matches auditory clues, involving a variety of characteristics such as size, composition, color or function. This game can provide hours of fun as it develops a child's figure ground skills and attention to detail.

LESSON 15 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

After students have been introduced to a given level of letters, have learned to discriminate the letters that are different from the indicated model, and have learned to identify the letters that are like the indicated model, students will be provided with sandpaper letters which they will trace with the index finger of the preferred hand, and will verbalize the name of that letter as they trace it. Students will learn the letter-name and letter-outline through the visual-auditory-kinethetic-tactile motor activity accompanied by the verbal naming of that letter.

MATERIALS

Sandpaper letters--appropriate for the level being studied; letters should be about 2½" to 3" high and should have red X to indicate starting point and red arrows to indicate the directional or movement flow.
Set of letters for each child, each letter being mounted on a 4" x 4" handboard.
Demonstration set for instructor.

ACTIVITY

Instructor will demonstrate correct position of the letters and will hold up her letter so all may observe the process as she traces the letter and names the letter at the same time. It is important that the correct directional movements be established at this beginning level. Becoming familiar with the name and outline of a given letter makes it much easier to learn to write that letter when the time comes to do so.

As an additional activity, instructor's set of sandpaper letters can have felt backing attached for use on the flannelboard. Instructor and children: 1) trace and name a selected letter, followed by, 2) asking children to discriminate a specific letter from a random selection of letters added to the flannelboard. Review of letters are added to the general flannelboard selection. Instructor, for example, might say, *Sally, will you go up to the flannelboard to locate, trace, and name the letter* C? Individual students could rotate turns being the teacher, call out the name of a letter, and select a student to go up to the flannelboard.

LESSON 16 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Along with the letter-tracing activities described in Lesson 15, students will be presented with the developmental, line-drawing tasks (as illustrated on the following pages) which immediately precede actual letter-writing activities. Students will be able to trace over whole lines, broken lines, and eventually will be able to complete each task level by independently forming the lines appropriate for that task with reasonable accuracy and smoothness.

MATERIALS

Writing-readiness activities sheets (1:1a through 1:6c) as follows
Colored pencils or felt-tipped markers

ACTIVITY

Instructor can tape dialogue according to following suggested format for use in a room learning center, or she can structure the task via demonstration (on chalkboard, overhead projector, or newsprint on an easel) several times until the students are able to perform independently.

For those students whose performance falls within the specified range, activity can be transferred to the worksheets. Require practice until performance is satisfactory.

Along with, and as part of, setting up the task, we would suggest air-tracing and student chalkboard activity. Having students air-trace the desired movement sequence provides opportunity for the instructor to check student understanding and interpretation of her instructions, and makes it possible to correct errors before they become learned. Having students work on the line drawing tasks at the chalkboard provides kinesthetic-tactile reinforcement. First emphasis will be upon reasonable uniformity and smoothness of line. (We suggest that chalkboards contain permanent guide lines.) If a student is producing jerky, awkward, and misshapen lines, we would suggest that the student(s) be taken through *Chalkboard Routines* (Getman, 1962). If necessary, delay further line-drawing activities until flow of movement appears to be under better control.

The major goal of the entire sequence is to develop and strengthen eye-hand coordination, left to right movement awareness, help develop dexterity in the use of writing tools, and prepare the student for the written formation of whole letters.

Writing-Readiness Activities--*Level 1:0*

Note: This activity packet consists of 6 separate tasks (1:1, horizontal line; 1:2, vertical line; 1:3, left to right diagonal line beginning in the upper left corner and proceeding *down* to the lower right corner; 1:4, left to right diagonal line beginning in the lower left corner and proceeding *up* to the upper right corner; 1:5, the half circle beginning at the top and moving counter clockwise to the bottom, and 1:6, the half circle beginning at the top and moving clockwise around to the bottom.

Each task consists of three parts:

Part a: tracing *over* a solid line, beginning on the large dot and ending on the point of the arrow,

Part b: tracing *over* a broken line, beginning on the large dot and ending on the point of the arrow,

Part c: tracing *over the first model;* then *filling in* the line, *independently* between the dot and the point of the arrow through the end of the third row (marked by the rabbit); and drawing the lines for the last three rows (fish through kitten) *independently* with no lines, dots, or arrows.

Thus, there is a total of 18 separate worksheets, beginning with 1:1a and concluding with 1:6c.

The taped dialogue accompanying each worksheet is as follows:

> This is Task No. . Hello! We are going to practice drawing some lines today. You should have in front of you a sheet of paper with your name and date in the upper right hand corner, and lots of boxes below.
>
> Look at the very left column. You will see some pictures. First is a little bird in a cage. Just below the birdcage is a snowman. Then there is a little rabbit - then a fish - next is a ball - and on the very bottom is a kitten.
>
> Now - look across the top of your paper. You will see that each column has a number at the top - column one - column two - column three - column four - and column five.
>
> Next, look at the lines you see in each of the boxes (this is modified for the sheets containing broken lines or dots and arrows). They look like arrows, don't they? We are going to practice making our lines by tracing over these arrows, going from the box under number one across the page to the box under number five. We will begin by placing our pencil on the big dot, moving our pencil along the line towards the arrow, and will stop at the point of the arrow. We will do the same thing in each box.
>
> Alright, are we ready? Here we go.
>
> Find the row with the birdcage and put your finger on it. Get ready to trace over the arrow in the box just next to the birdcage, right under the number one. Place your pencil on the dot - and trace *over* the line to the arrow's point. Stop on the point.
>
> Now - go to the box under the number two. Place your pencil on the dot and trace *over* the line to the arrow's point. Stop on the point.
>
> Find the box under number three. Place your pencil on the dot - and trace *over* the line to the arrow's point. Stop on the point.
>
> Find the box under number four. Place your pencil on the dot - and trace *over* the line to the arrow's point. Stop on the point.

Find the box under number five. Place your pencil on the dot - and trace *over* the line to the arrow's point. Stop on the point.

Repeat appropriate dialogue for row with snowman and rabbit. Then:

From here on, you are to trace over the lines by yourself, just as we have been doing together. Trace your lines on the arrows opposite the fish, then the ball, and then the kitten. When you are all finished, raise your hand and wait for the Lab Supervisor (or teacher) to call on you.

Do you understand what you are to do? First, you are to turn off the tape recorder, and then you are to finish this worksheet by yourself. When you have finished, raise your hand. Alright - that's it. You can turn off the tape recorder *now*.

Further Comments: Additional blank worksheets are available. Fill in the skills level (1:1a through 1:6c), provide a model in the *birdcage-1* box so the student will know what is expected of him. Each task may be repeated until Instructor is satisfied with progress. When finished, the student could perhaps color the pictures.

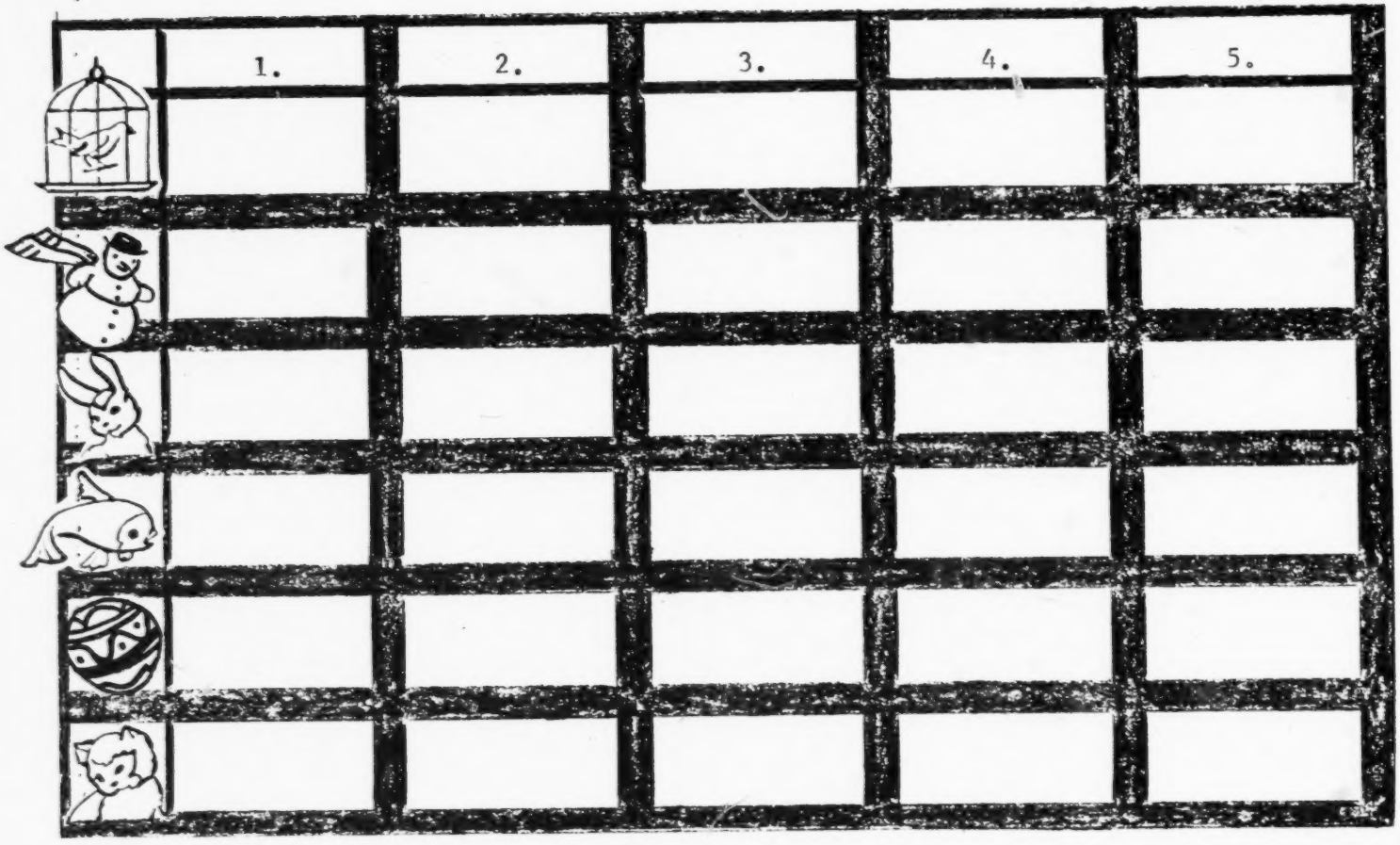
Allow approximately 7+ minutes for the student to get settled, listen to the taped portion of the task, and get ready to finish the worksheet independently. The dialogue covering the task in each box is 15 seconds long, more or less, so the student should have ample time to execute the specific line.

SKILLS LEVEL:

NAME_____

Tape Time:

DATE_____

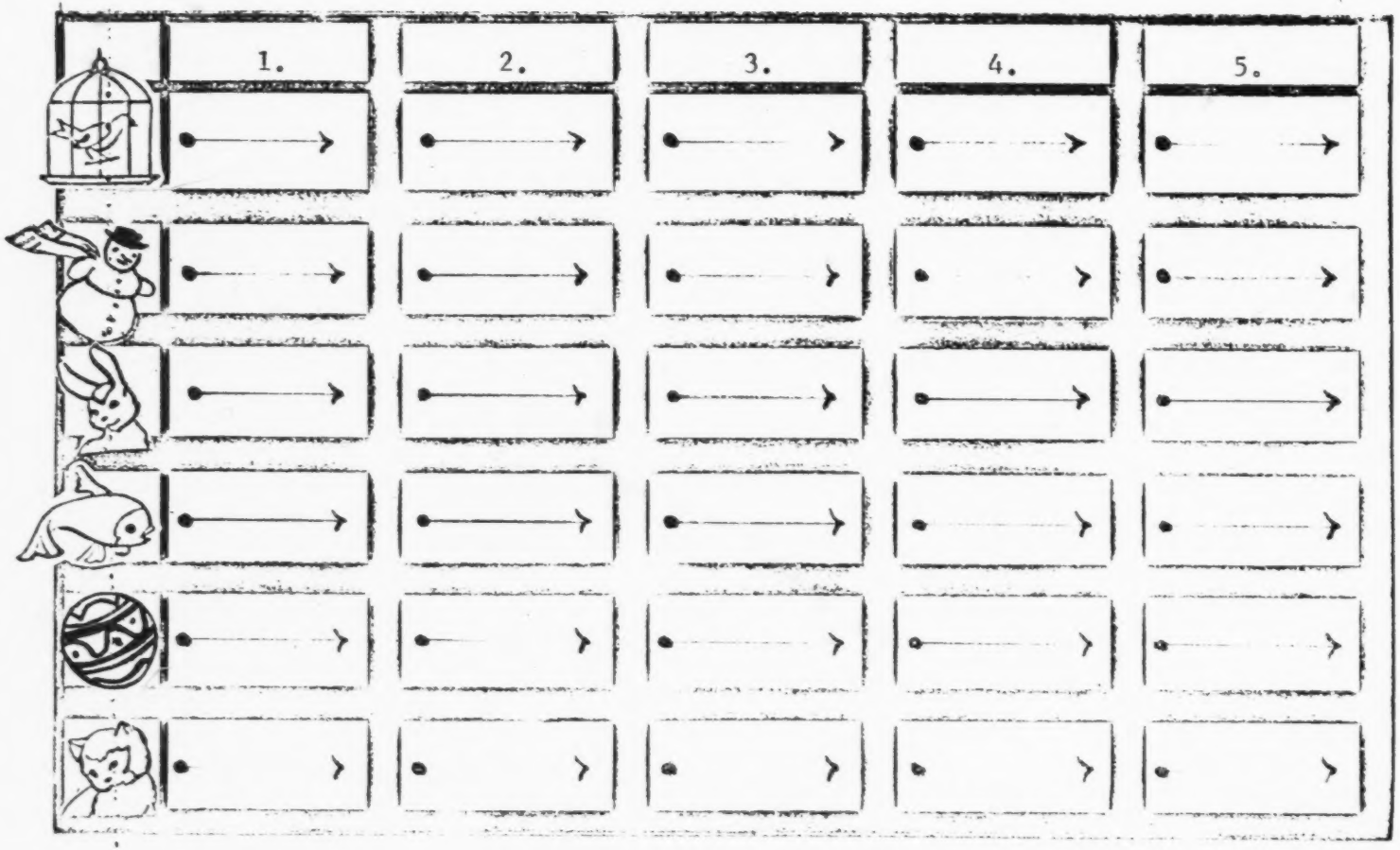


SKILLS LEVEL: 1:1a

NAME_____

Tape Time: 7½ min.

DATE_____

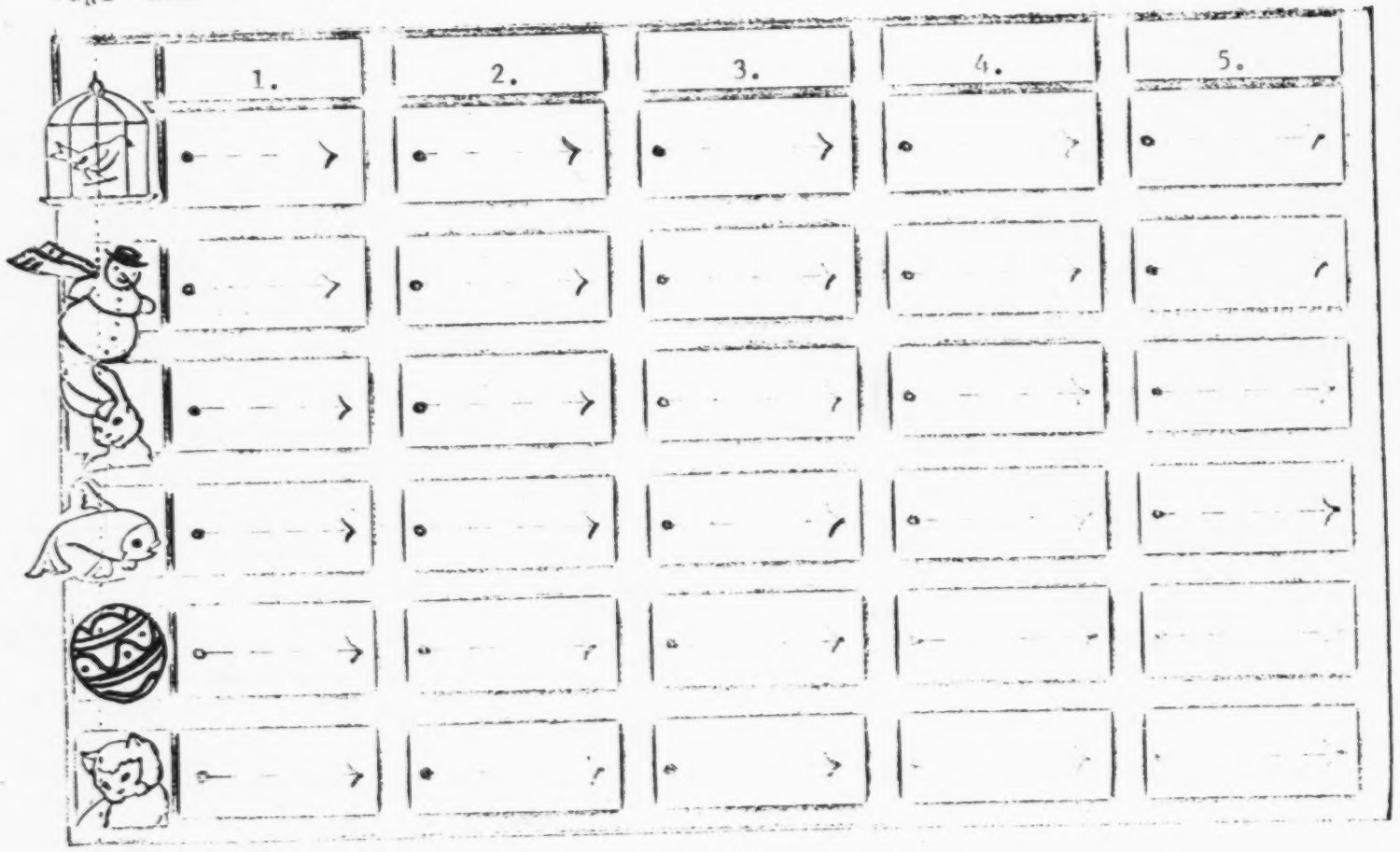


SKILLS LEVEL: 1:1b

NAME_____

DATE_____

Tape Time: / min.

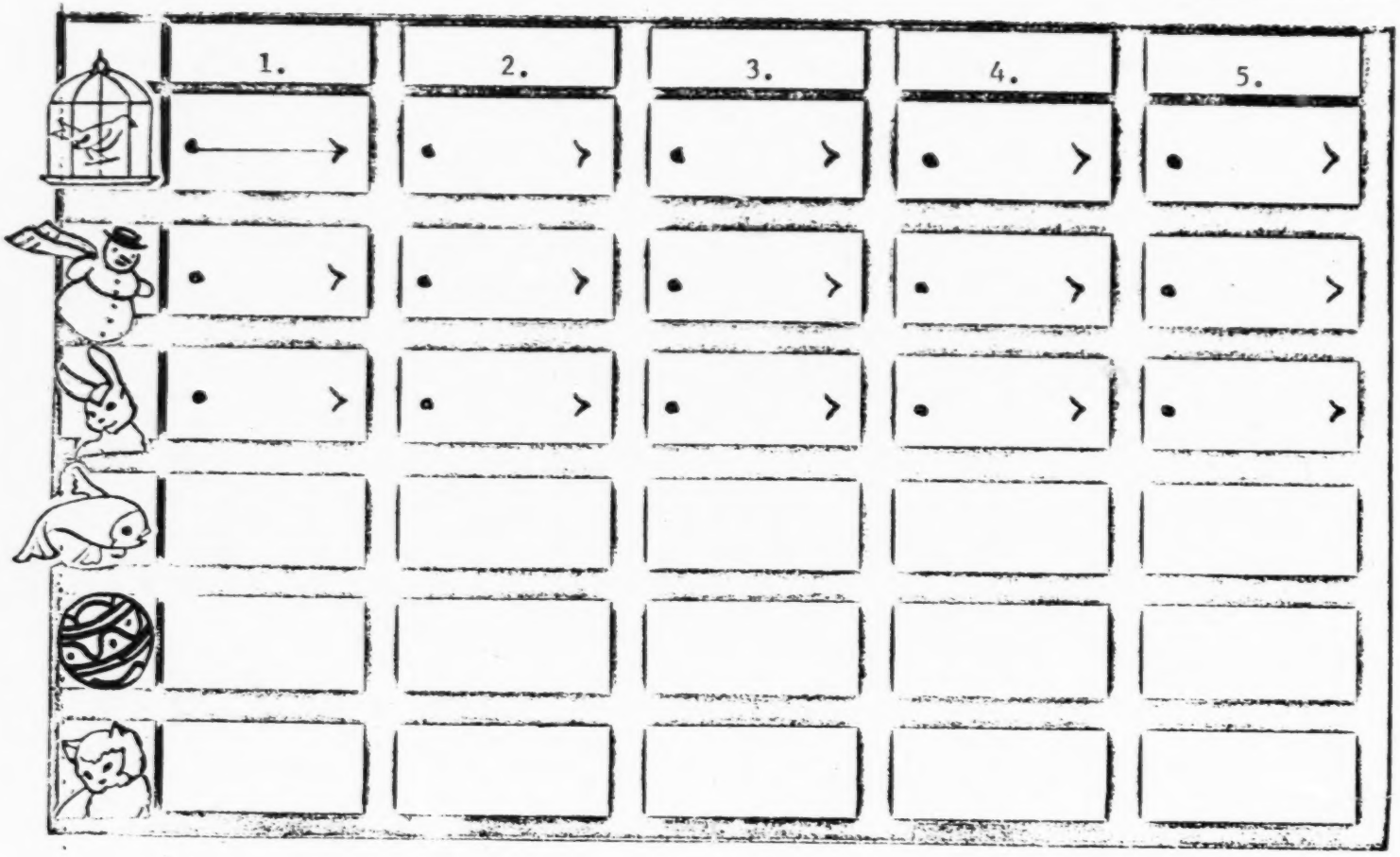


SKILLS LEVEL: 1:1c

NAME_____

Tape Time: 7+ min.

DATE_____

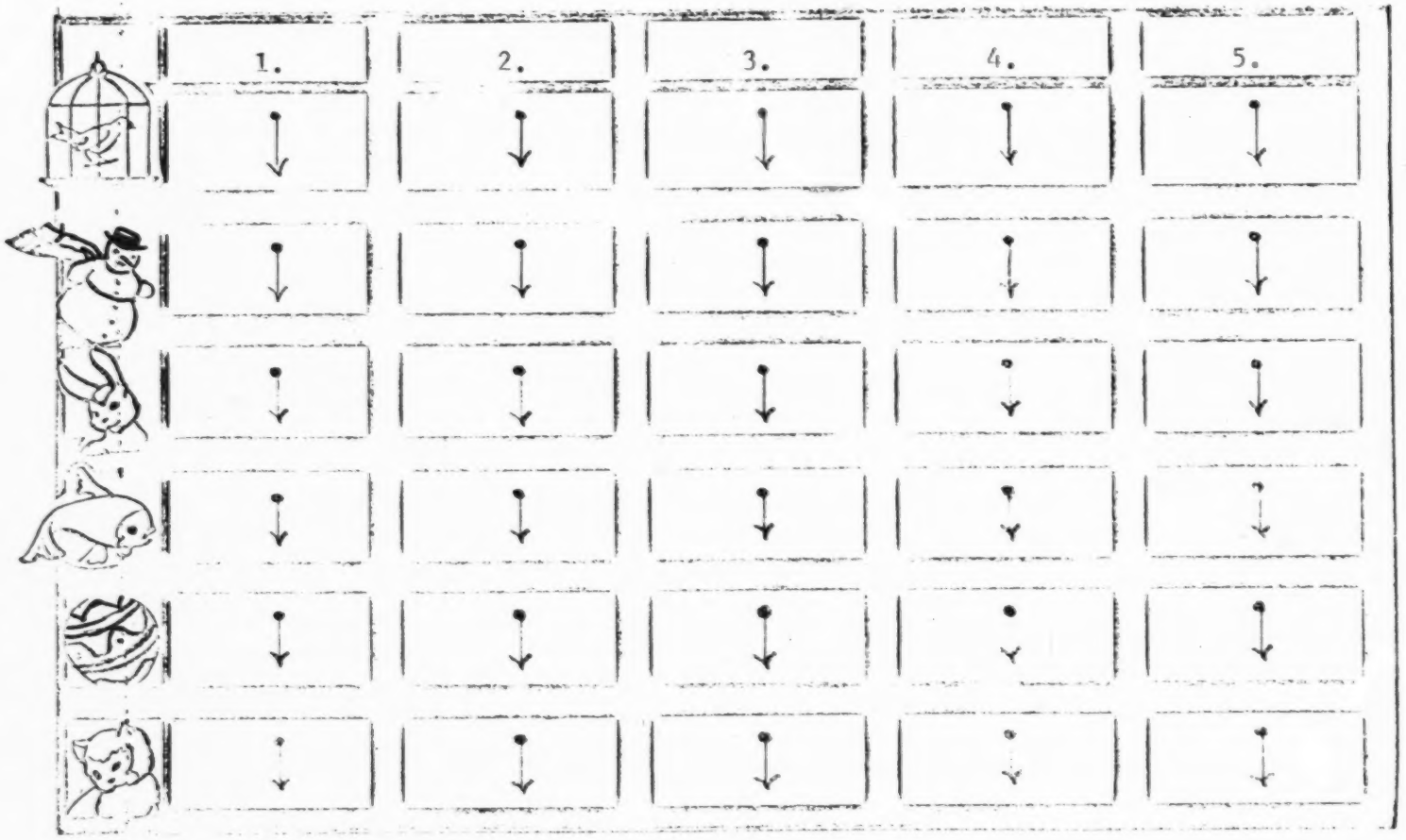


SKILLS LEVEL: 1:2a

NAME_____

Tape Time: 7' min.

DATE_____

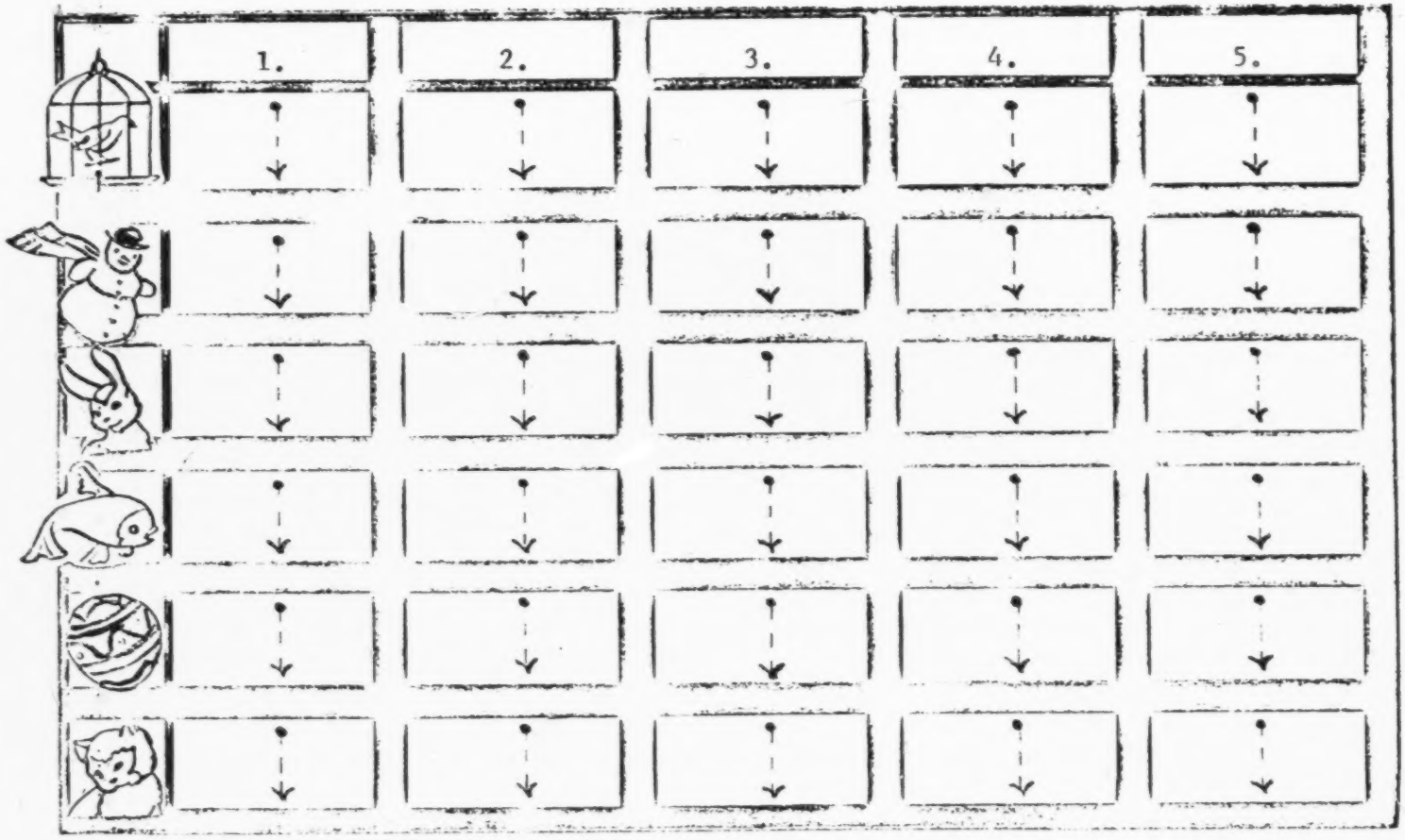


SKILLS LEVEL: 1:2b

NAME_____

Tape Time: 7+ min.

DATE_____

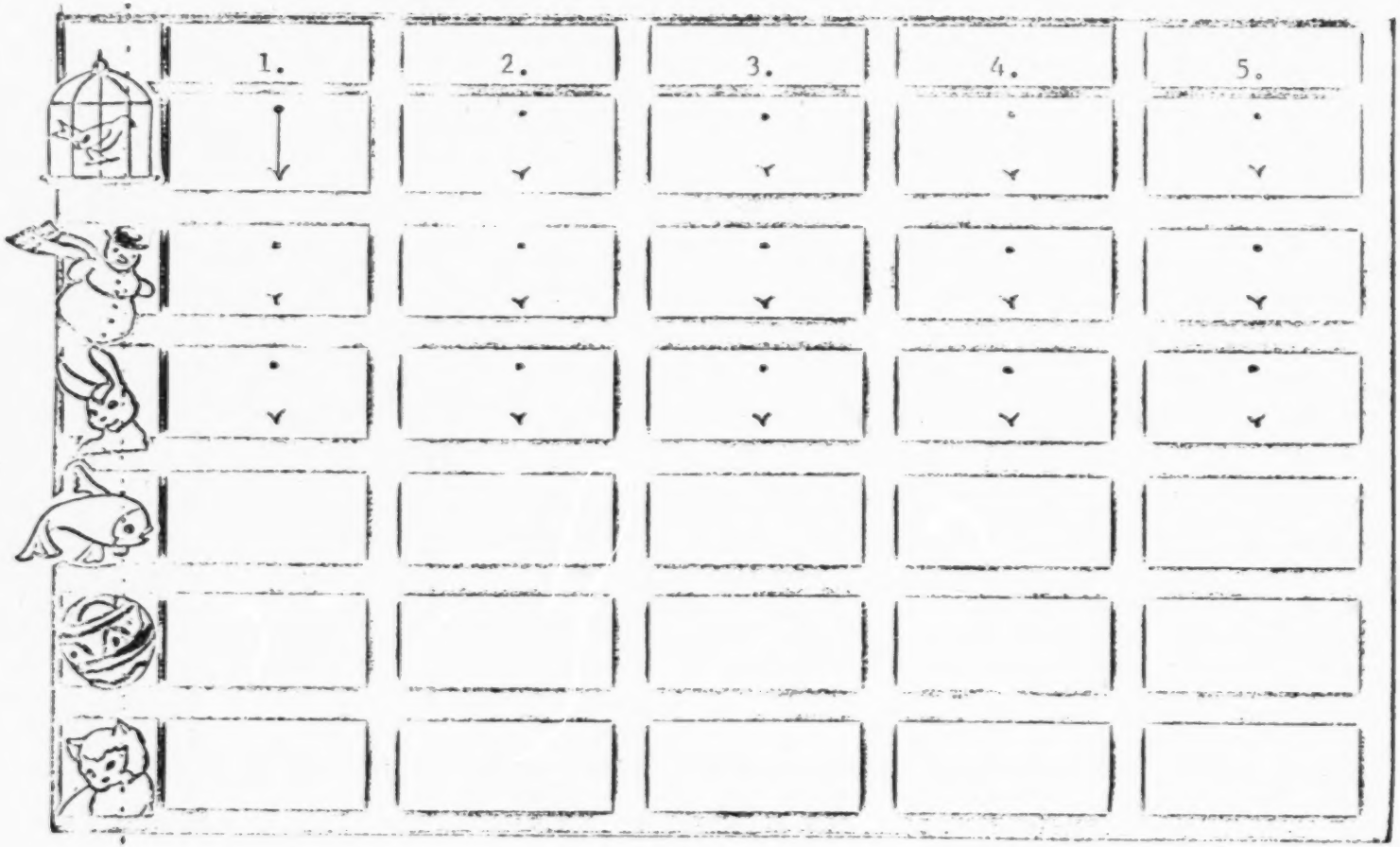


SKILLS LEVEL: 1:2c

NAME_____

Tape Time: 7 min.

DATE_____

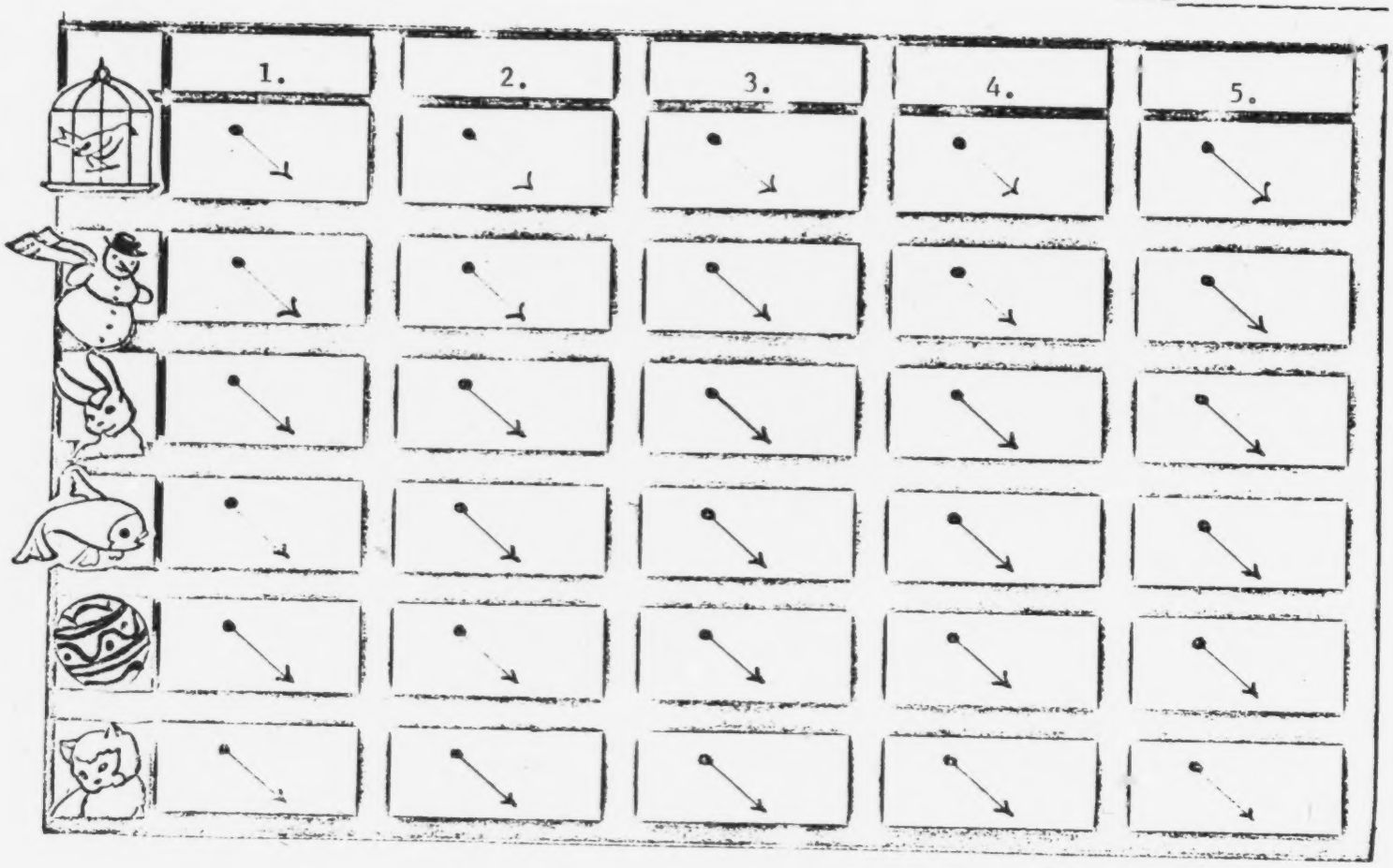


SKILLS LEVEL: 1:3a

NAME_____

Tape Time: 7+ min.

DATE_____



SKILLS LEVEL: 1:3b

NAME_____

DATE_____

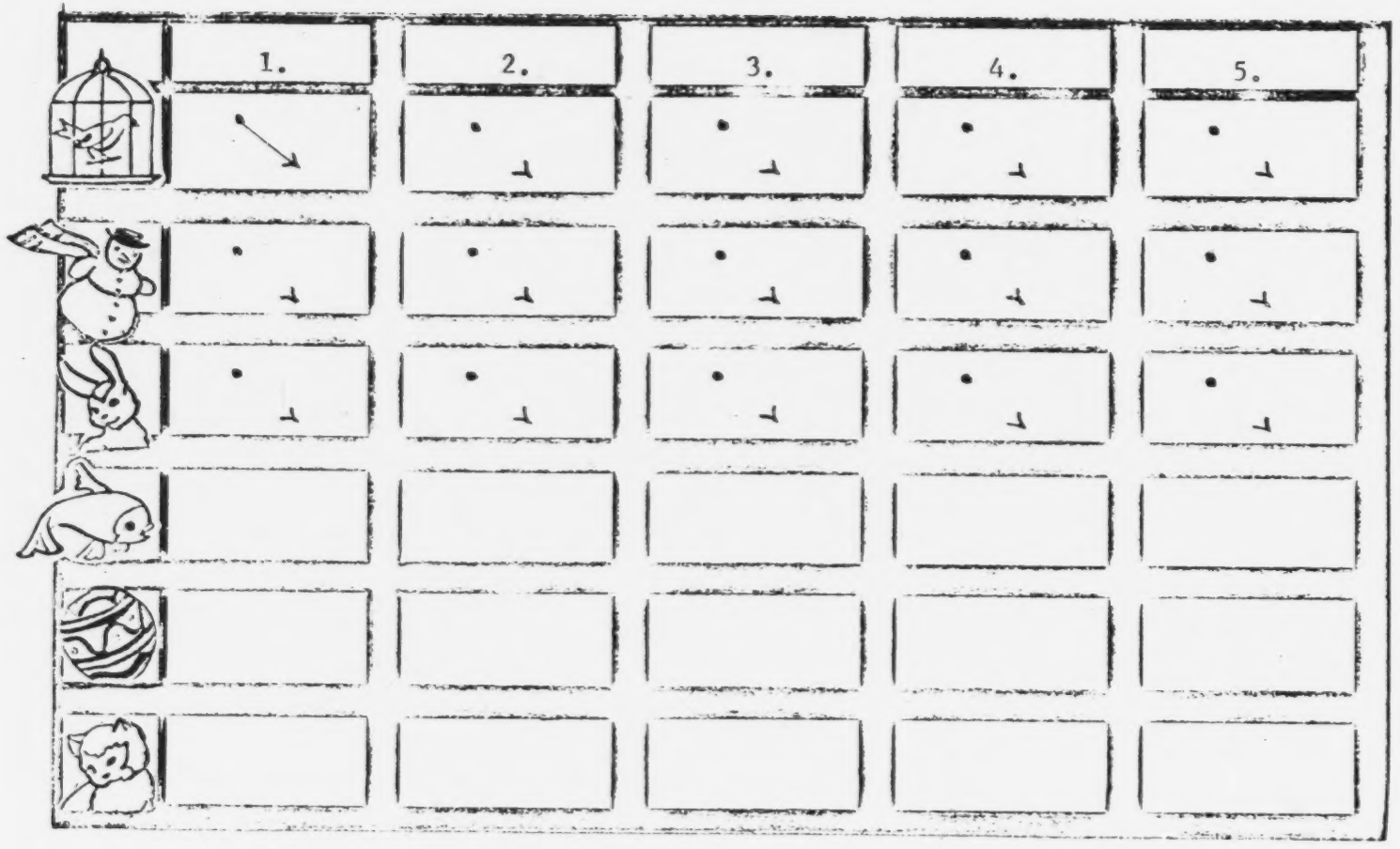
Tape Time: 7+ min.

SKILLS LEVEL: 1:3c

NAME_____

Tape Time: 7+ min.

DATE_____

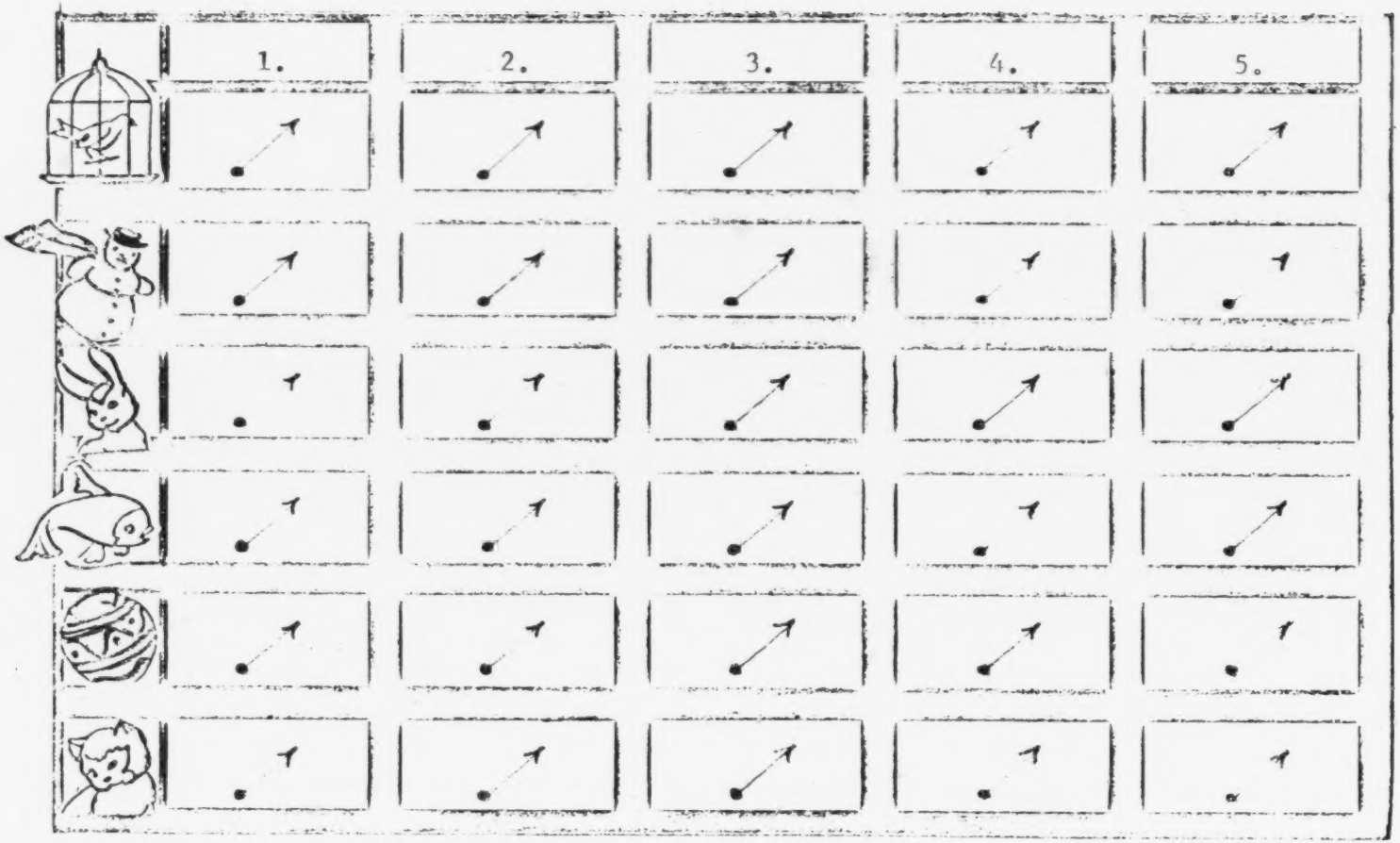


SKILLS LEVEL: 1:4a

NAME_____

Tape Time: 7[illegible] min.

DATE_____

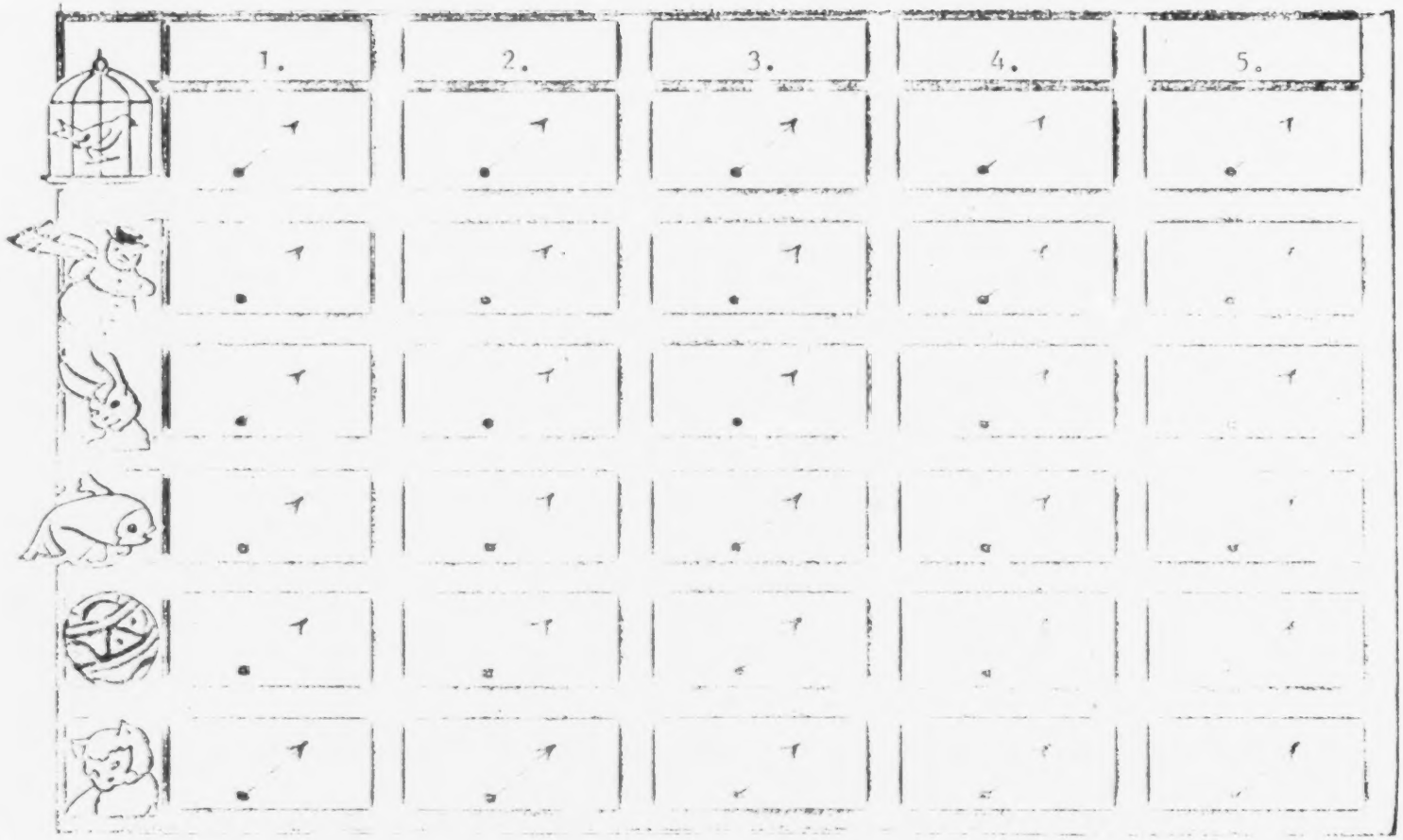


SKILLS LEVEL: 1:4b

NAME_____

Tape Time: 7½ min.

DATE_____

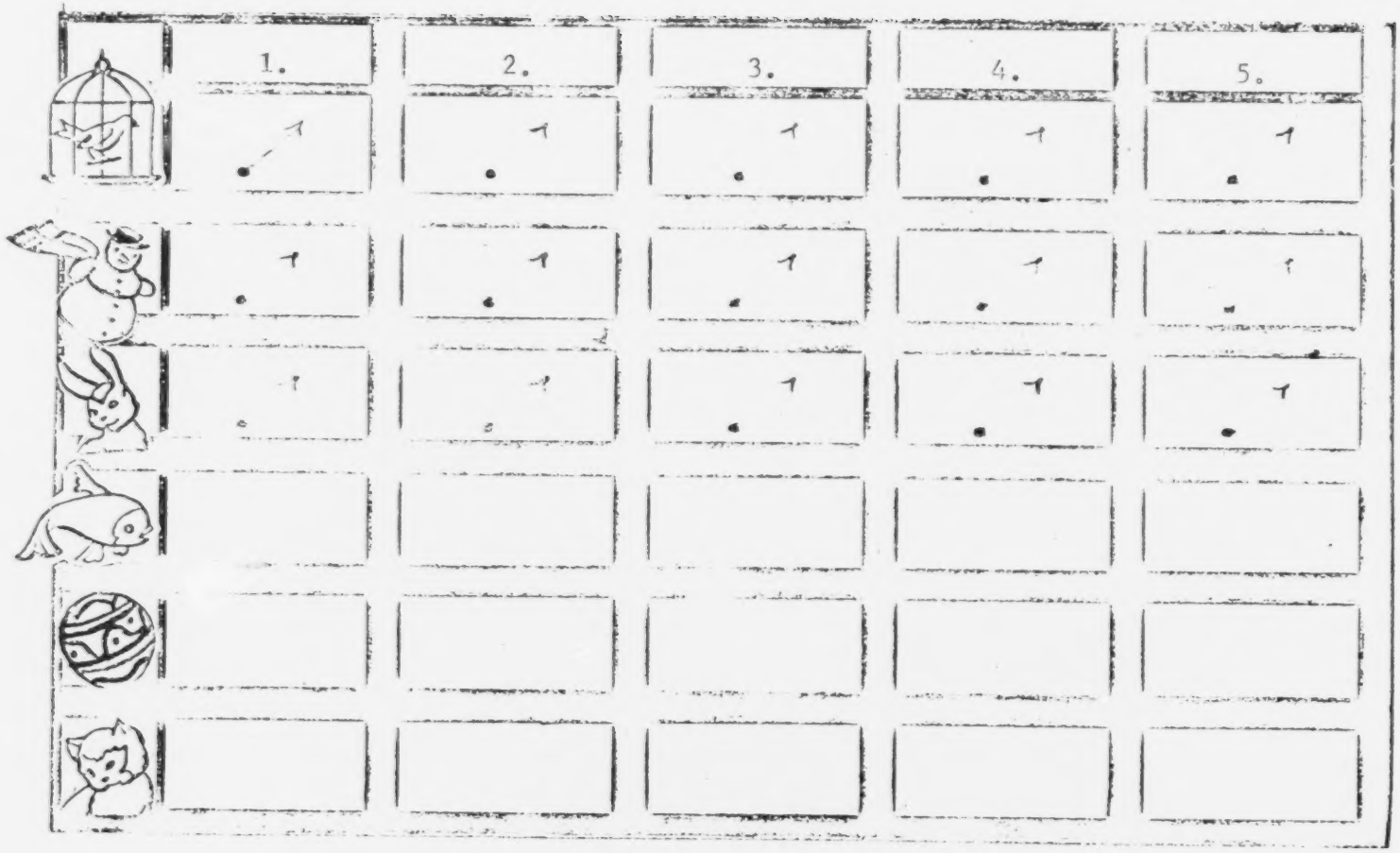


SKILLS LEVEL: 1:4c

NAME_____

Tape Time: 7+ min.

DATE_____



SKILLS LEVEL: 1:5a

NAME _____

Tape Time: 7+ min.

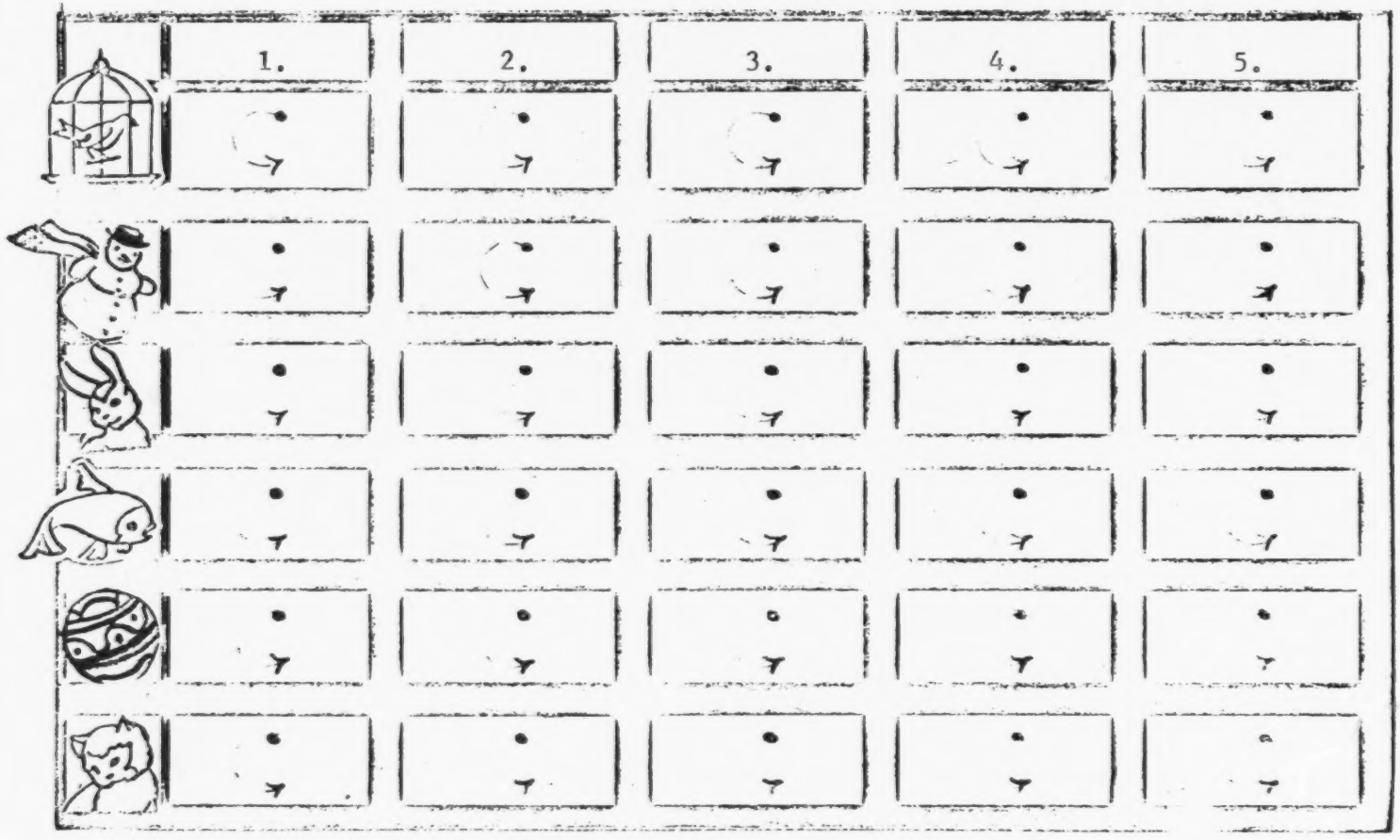
DATE _____

SKILLS LEVEL: 1:5b

NAME_____

Tape Time: 7+ min.

DATE_____

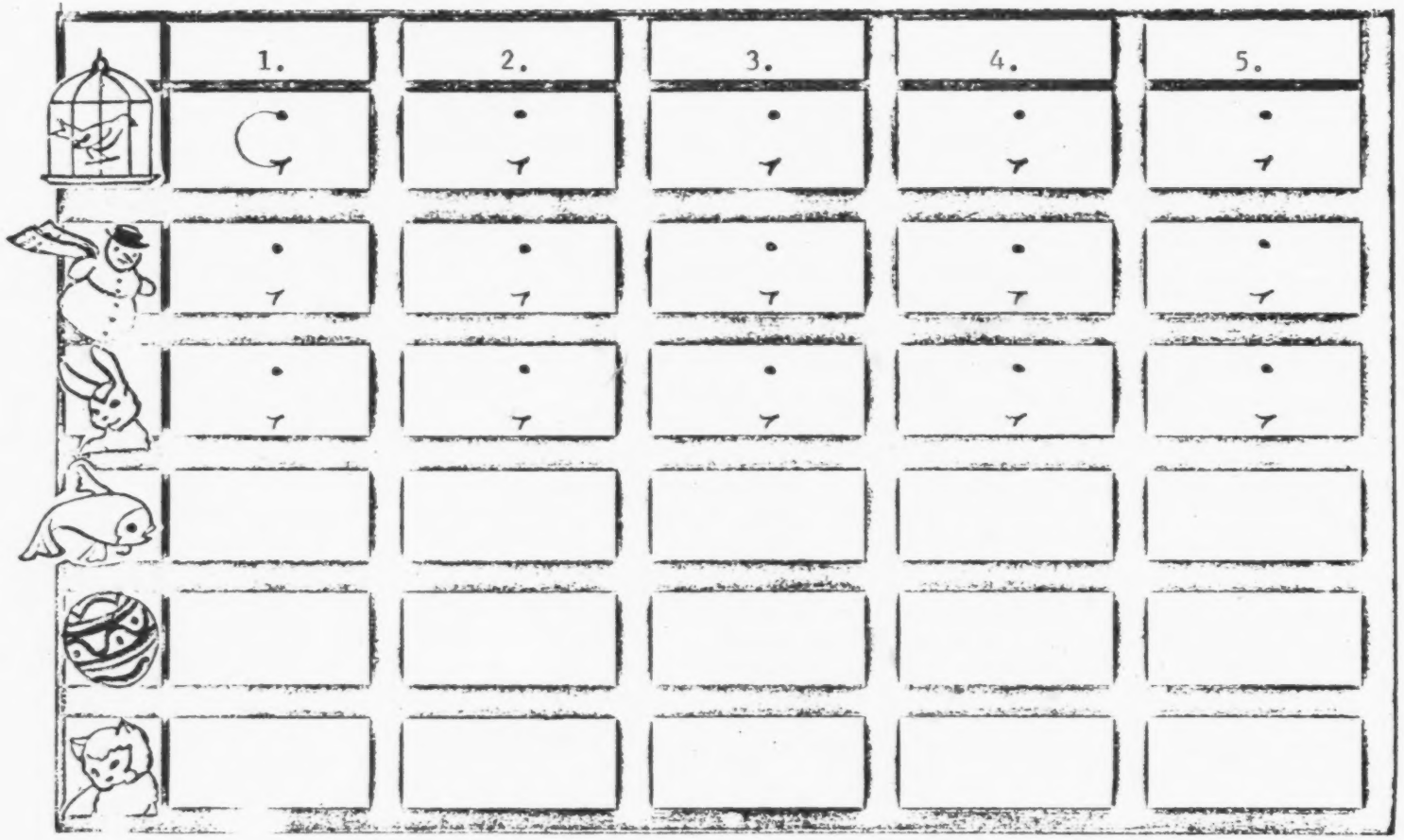


SKILLS LEVEL: 1:5c

NAME_____

Tape Time: 7+ min.

DATE_____

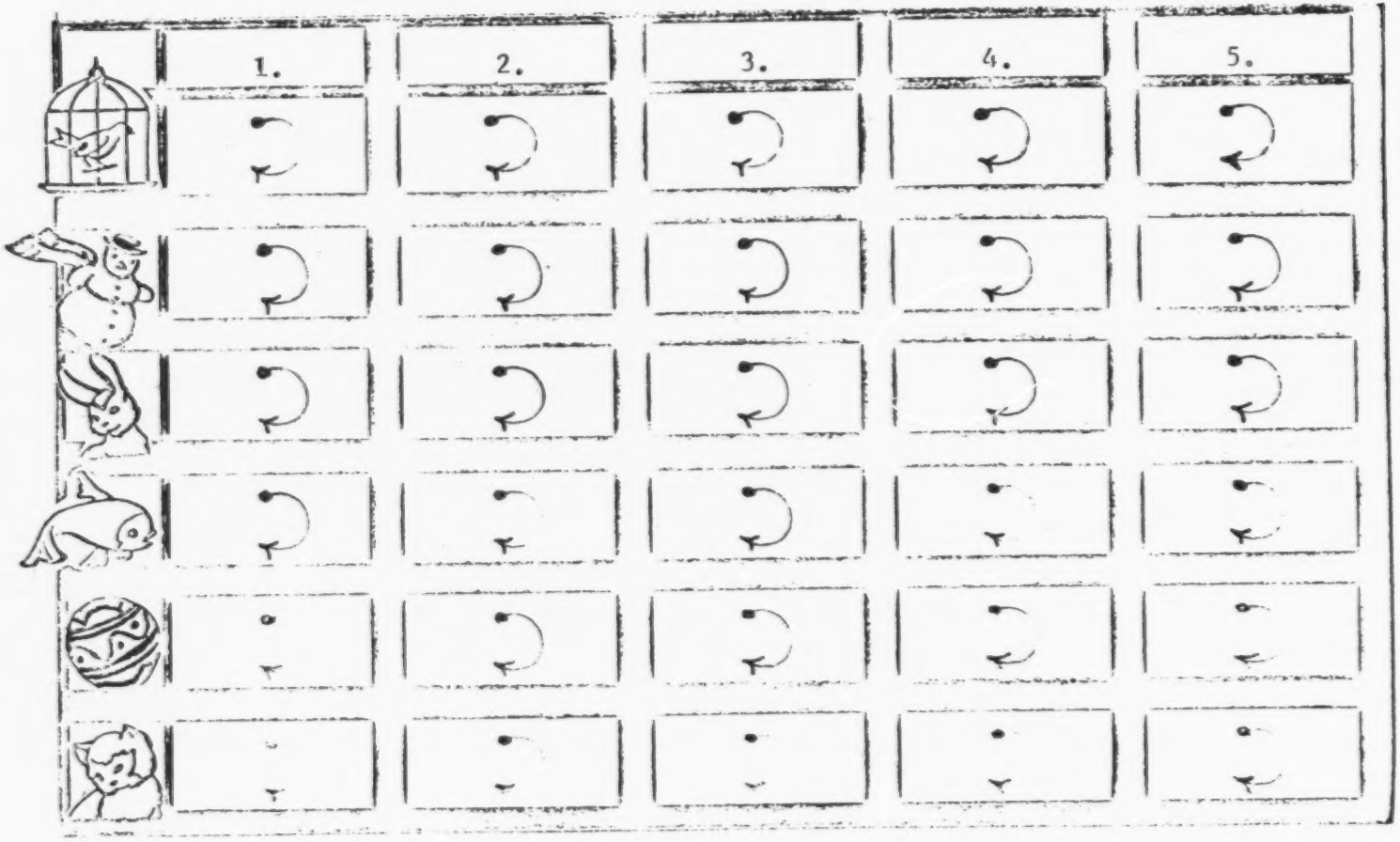


SKILLS LEVEL: 1:6a

NAME_____

DATE_____

Tape Time: 7+ min.

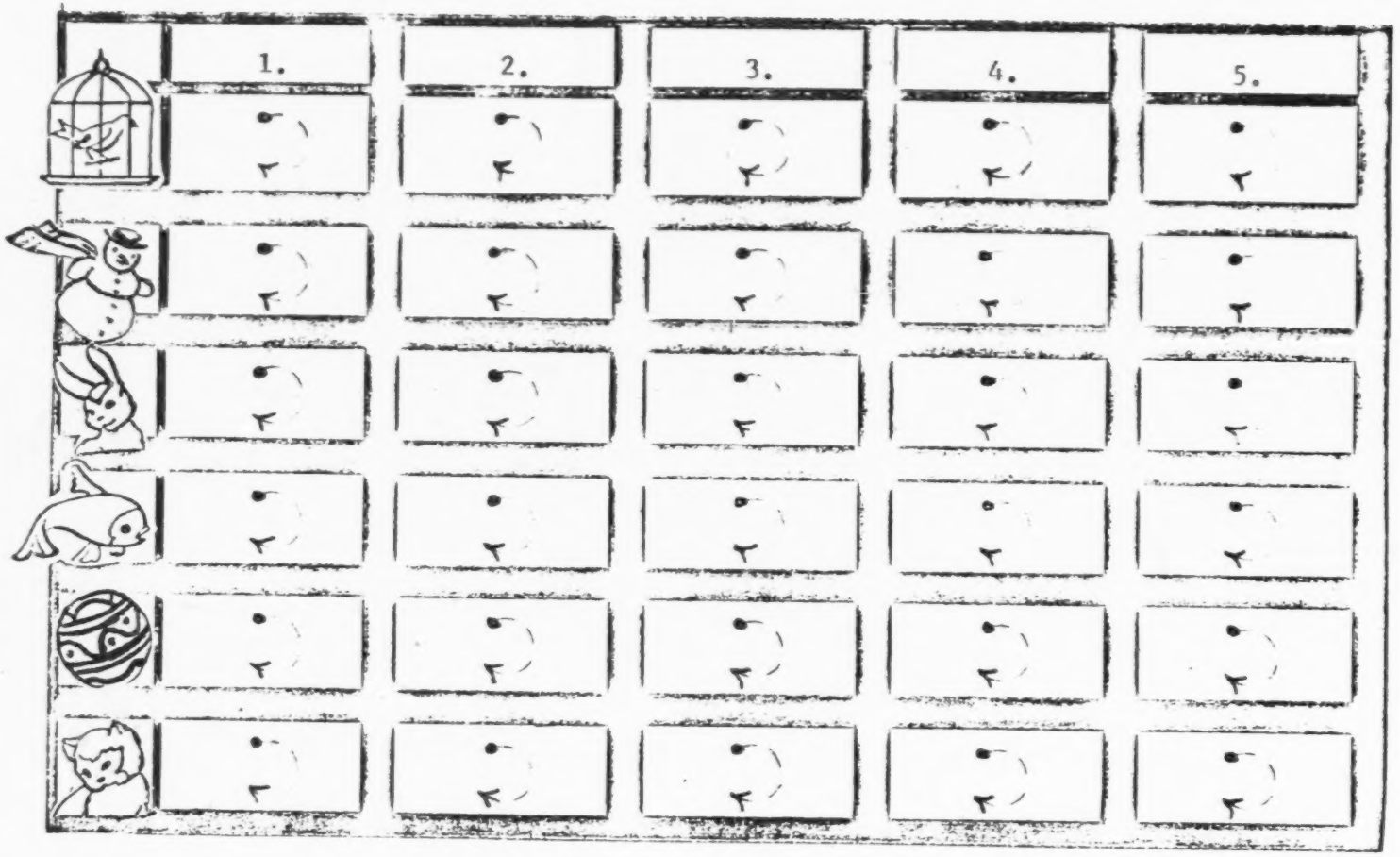


SKILLS LEVEL: 1:6b

NAME_____

Tape Time: 7+ min.

DATE_____

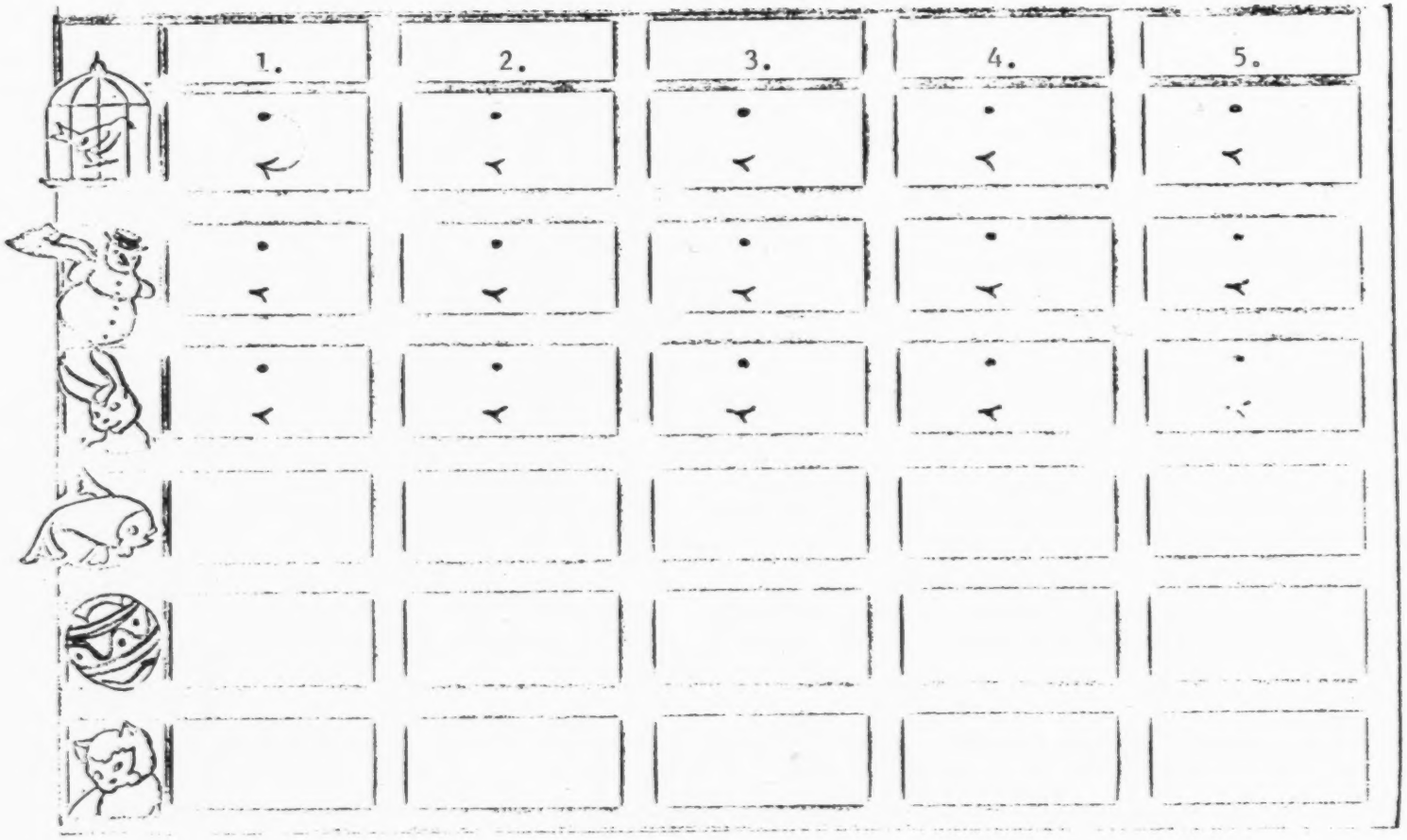


SKILLS LEVEL: 1:6c

NAME_____

Tape Time: 7½ min.

DATE_____



LESSON 17 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

When Instructor is satisfied that Lesson 16 (Skill Levels 1:1a through 1:6c) is well in hand, individual letters can be presented which correspond with the reading readiness activities, again requiring that the student first trace solid lines, then broken lines, and finally write the letters independently. Student should be able to write each letter with reasonable accuracy and smoothness.

MATERIALS

Worksheets featuring 2 3/4" high demonstration letter which displays numbered, directional arrows indicating the direction and sequence of each line required to form a given letter.

Worksheets containing guide lines ½" apart; model upper case letters 1" high presented in broken line to be traced; model lower case letters ½" high presented in broken line to be traced; sufficient blank lines for further student practice.

Colored pencils, felt-tipped pens, or lead pencils

ACTIVITY

Instructor will explain/demonstrate expected behaviors by writing letter example on the chalkboard. Instructor and students will then air-trace the desired movement sequence. (Having students air-trace provides good opportunity for the instructor to check student understanding and interpretation of her instructions, and makes it possible to correct errors before they become learned.) During this process, students can be sent to the chalkboard on an alternating basis to practice writing the letters in gross form. First emphasis will be upon reasonable uniformity and smoothness of line. (We suggest that chalkboards contain permanent guide lines.) If a student is producing jerky, awkward, and misshapen lines, we would again suggest that the student be taken through *Chalkboard Routines* (Getman, 1962). If necessary, delay further letter-writing activities until flow of movement appears to be under better control.

For those students whose performance falls within the specified range, activity can be transferred to the worksheets. Require practice until performance is satisfactory.

LESSON 18 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given worksheets containing pictures with the corresponding words lettered beneath the pictures, followed by a series of both different and duplicate words, the children will be able to indicate whether the subsequent words are different from or the same as the word under the pictures, however instructed, with 95% accuracy.

MATERIALS

Worksheets containing vocabulary and pictures from the current reading unit, to be presented as described above.
Crayons

ACTIVITY

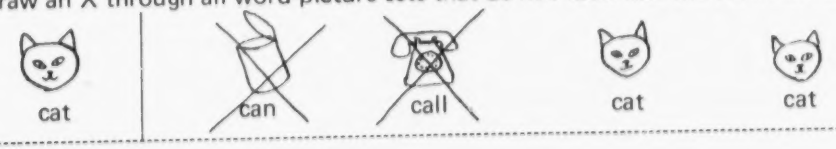
For the child who learns best via the word-picture association method (usually those students Johnson & Myklebust, 1967, called *auditory dyslexics,* i.e., the child whose auditory-discrimination for fine sounds is presently deficient),

prepare word-picture pairings whenever possible. The word-picture should be entered and dictated onto a Language Master card for use at the learning center (see reading section in this manual). He should also work with word-picture flashcards.

This activity provides reinforcement for the word(s) being studied as well as discrimination practice as to which words are NOT like the word(s) under the picture(s).

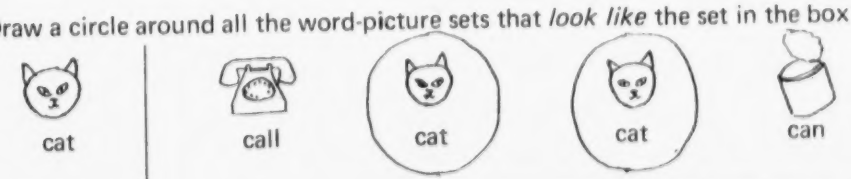
Following is a beginning-to-end sequence of discrimination tasks:

Draw an X through all word-picture sets that do *not* look like the set in the box:



Task 1

Draw a circle around all the word-picture sets that *look like* the set in the box:

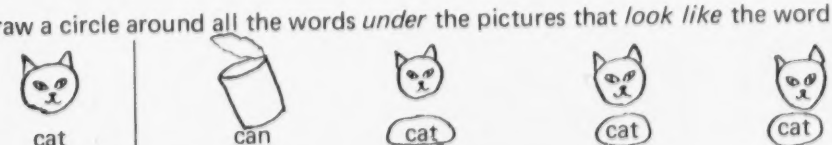


Task 2

Draw an X through all the words *under* the pictures that do *not* look like the word under the picture in the box:

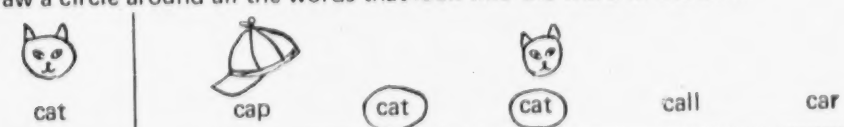
Task 3

Draw a circle around all the words *under* the pictures that *look like* the word in the box:



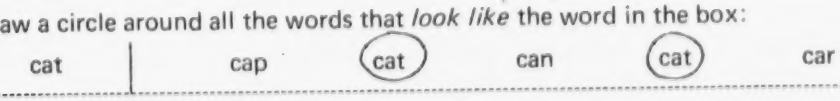
Task 4

(Note random removal of picture cues.)
Draw a circle around all the words that *look like* the word in the box:



Task 5
(Use of picture decreasing)

Draw a circle around all the words that *look like* the word in the box:



Task 6
(Use of picture withdrawn)

Draw a circle around all the words on this page that *name this animal:*

can	car	(cat)	can	call	(cat)
call	(cat)	(cat)	care	(cat)	cave
(cat)	come	cup	(cat)	cut	(cat)
cot	cap	(cat)	(cat)	can	cut

Task 7

Trace and spell this word 8 times. What is it? On a separate sheet of paper, draw a picture of one.

cat

Task 8

Write the word that names this animal:
(Student fills in this blank independently, without the written model available.)

cat

Task 9

(31 exposures to word /cat/)

This full, teaching sequence takes about two weeks, more or less, depending upon the student. At first, there is repetitive presentation of the word-picture pairing. As the sequence progresses, there will be noted a decreasing reliance upon the picture to give meaning to the word. Beginning with Task 6, the picture is almost non-existent. Thus, the child is taken through heavy emphasis upon the word-picture pairing, reduced emphasis upon the picture, until final withdrawal of the picture is accomplished. He should know the word, but it will be added to his review pack. New words will be taught the same way.

Johnson and Myklebust (1965, page 283) discuss the need for eventually working into the phonics method for those children whom they termed *young dyslexics with severe auditory involvements* repertoire of sight words as a base, (which our child in this lesson has developed through word-picture associations), phonetic elements can gradually be introduced later. There appears to be good reason for moving into phonics - the child can store just so many sight-words before a memory overload occurs. When he reaches fourth grade and/or encounters longer and more complex words specific to a given subject, he will need to have available some method for working through new words meaningfully. His reading efficiency will be improved, therefore, through the use of both his established sight word vocabulary, plus skills in word analysis.

LESSON 19 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a model word followed by several duplications of that word and one or two words that are not like the model word, students will be able to either select the words that match the model word or are different from the model word for a given characteristic as instructed.

MATERIALS

Prepared lists of word confusions, entered on worksheets, which are appropriate for the unit being studied. Difference range should again move from gross to fine.

Legend on worksheet can contain instructions such as: *Circle (underline or X) all words that are alike,* or *Find and circle the word that is different.*

Example: (fine differences)

1. bed bed bed fed bed fed (Initial consonant)
2. hunt hint hunt hint hunt hunt (Medial vowel)
3. ten ten tent tent ten ten (Final consonant)

ACTIVITY

If you have students who are having difficulty discriminating the initial letters in words, example 1 (above) illustrates a sample of the kinds of written work that can be employed. For the child who gets lost in the middle of words, example 2 provides a sample of the kind of task that *requires* him to focus on the middle of the word. And for the child who *swallows* the final sounds, example 3 requires attention to word endings.

It is further suggested, for example, that if a given child displays a reversal in reading such as *on* for *no*, the instructor can pick up four Language Master cards. Words should be entered and dictated on the cards as follows, *with the dictation directly under the printed word on the card* (for absolute match of visual auditory stimuli).

Card 1	no	no	no	no
Card 2	on	on	on	on
Card 3	no	no	on	on
Card 4	no	on	no	on

The child is thus required to discriminate visual symbols and sounds four times per card. On Card 4, the alternate discrimination required speeds up visual and auditory recognition skills. Any problem word can thus be studied intensively in conjunction with the worksheet above until mastery is accomplished.

LESSON 20 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Vocabulary presently being studied will be mounted on felt backed cards for use with the flannelboard. For each word being studied (which has been arranged on the flannelboard), that same word entered on individual flashcard sized transparencies will be flashed on a screen via the overhead projector. Each flashcard transparency will be exposed on the overhead for 2 or 3 seconds. The children will be able to look at the overhead screen, recognize, hold in mind the word seen after the overhead has been turned off, select and name the flannelboard word which matches the word which was flashed on the overhead screen with 95% accuracy.

MATERIALS

A group of 12 to 15 vocabulary words presently being studied, lettered on felt-backed cards
Easel and flannelboard
Duplicates of above vocabulary mounted on flashcard-sized transparencies
Overhead projector and screen

ACTIVITY

- Instructor will have prepared a transparency for each of the words mounted on a felt-backed flashcard. Felt-backed words will be randomly but horizontally arranged on the flannelboard. Instructor will flash (about a 2-or 3-second exposure) of one of the transparency-mounted vocabulary words on the screen. Selected student will go to the flannelboard and select the matching word, name, and keep it, if correctly named. The student holding the largest number of cards earns a point.

- Words that are easily and regulary confused can be presented using this format. For example: like-bike, was-saw, on-no, him-his, there-they, them-then, house-horse, where-were, girl-grill. Flash time can be manipulated according to student skills, with the object in mind of reducing the time required to recognize vocabulary. Ultimate objective is automatic recognition.

- A Rummy type card game can be used as additional reinforcement for the above activities. All of the vocabulary words being studied can be entered on 2" x 4" cards, two cards for each word (so you have one pair of each word). Twenty or thirty plus words can be used. Mix and deal nine cards per player. Matching cards in hand are paired and placed on table before current player. Each player draws one card per turn, and makes all plays he can during his turn. When he discards, his turn is over. Succeeding player may draw one card from EITHER deck or discard pack. The first person to use up all his cards is winner, earning 10 point bonus for going out. All players earn two points for each matched card pair. Each player must name the word on his matching pair.

LESSON 21 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given various pictures, i.e., animals, people, houses, which have been mounted on felt-backed cards, arranged on a flannelboard, shown to the children, hidden and rearranged, shown again to the children, children will be able to identify and name the changes in the flannelboard arrangement with 90-95% accuracy.

MATERIALS

Flannelboard
Easel
Felt-backed pictures of various subjects, at user's discretion

ACTIVITY

Instructor will arrange a group of five or six pictures on the flannelboard. She will explain to the children that she is going to show them an arrangement of pictures. They will be allowed to look at this arrangement for just ten seconds. They are to examine the arrangement carefully and try to remember everything there, and its position, because at the end of ten seconds, the picture will be turned away from them and changed. They will be allowed to look a second time, but at a rearranged picture. This time, they will be asked to describe what is different about the arrangement.

The instructor should begin by changing just one or two items, increasing gradually but still within comfortable limits, three or four maximum, depending upon student skills. The children must be able to succeed. For the sake of variety, items can be removed. This will overlap into visual memory, but no skill is a discrete skill.

Another aspect of this activity would be to spread objects on a tray, expose, cover and change, re-expose, and so on as before.

LESSON 22 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a specific area in the classroom, which contains an abundance of objects, i.e., display table, project display, teacher's desk, students selected on a rotating basis will be sent out of the room while some object is rearranged or removed. Student will be recalled to see if he can determine what is different with 85-90% accuracy.

MATERIALS

Table or desk
Numerous objects commonly found around a classroom, beginning with 8 to 10 in number.

ACTIVITY

Instructor will prepare a desk or table for use in the above activity by clear it of unwanted materials, and placing upon it materials selected for this specific discrimination task. The table should be covered until the session begins. The instructor will explain the activity, display the table, cover it again, and the selected student will be sent from the room. During his absence, the objects on the table will be rearranged and covered. The absent student will be recalled, he will examine the table, and see if he can notice which objects have changed positions. When finished, the student will name his successor, who will name his successor and so on.

Another variation of this kind of discrimination and recall is as follows: Selected student stands facing the class and class will observe him, head to foot. Selected student will now move behind a screen or leave the room. While out of sight, he will change his appearance in some way, i.e., part his hair on the other side, switch his ring from right to left hand, trade shoes, or put sweater or shirt on inside out. Selected student will return to the room. Class will again observe and try to discover what has been changed.

LESSON 23 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a collection of mounted photographs or pictures (from newspapers, old texts, catalogues, magazines), which have been selected to illustrate specific concepts of relatedness, and which have been mixed in with other mounted photographs or pictures having no particular significance, children will be able to isolate/discriminate and name, or otherwise identify those which illustrate a specific characteristic of relatedness with 80-90% accuracy.

MATERIALS

Numerous mounted photographs, pictures from newspapers, old texts, catalogs, or magazines, which have been selected to illustrate specific (4 or 5 examples for each):

1. **functions** (such as cooking utensils)
2. **shapes** (all things square, rectangular, or circular)
3. **forms of life** (such as assorted illustrations of mammals, birds, fish)
4. **consistency** (such as all objects made of metal, glass, wood, stone)
5. **temperature** (clothing, various scenes typical for a particular season)
6. **location** (such as items typical of heights, oceans, indoors, outdoors)
7. **others** as desired

Additional illustrations should be selected to serve as *foils* or *ground* for each concept in sufficient number to enhance each task, perhaps 3 or 4. Instructor could prepare the material for use on flannelboard, chalktray, or other suitable means of presentation, and could number each in one of the upper corners for ease of response identification. Each concept presentation will thus comprise a total of some 8 to 10 (more or less) separate illustrations. Present no more than two or three separate concepts at one time.

ACTIVITY

Instructor will arrange pictures along chalktray, on flannelboard, or elsewhere as desired. She will explain to the students that they are to study the pictures quietly for a few moments to become familiar with their content. She will then explain that she is going to ask them to find all the pictures that *tell* something about a certain subject--in one way or another. The instructor may name *all pictures that contain something that would serve as* furniture; students will then scan the pictures, and will designate appropriate choices by identifying the number on the pictures chosen and explaining choice. Pictures will be allowed to remain on display rather than handed to the students making correct identification. Thus, the entire collection of pictures continues to serve as the *ground* each time the instructor names the concept or characteristic *figure* which the students must isolate-discriminate.

This task overlaps into visual association, but the primary focus here is on visual discrimination.

LESSON 24 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

If the child is having difficulty with some part of a word, or is confusing similar words, he will need assistance in perceiving details through the use of the words causing the confusion.

MATERIALS

Word-pair confusions, i.e., house-horse, his-has, was-saw, from-form, now-how, entered on worksheets, written one directly above the other, like this:

house
horse

Approximately three or four such pairs will be presented at one time.
Spacing will be even, with sufficient distance between word-pair sets so that they will not become confused with each other.
3"x5" card, white

ACTIVITY

Instructor, using worksheets and card in an individual teaching situation, will first pronounce each word in the word-pair set, indicating each word as she does so, asking the student to repeat that word after her. Does the student notice that the words *sound* different? The student notices. Does the student notice that they *look* different? Not sure? Alright, let's compare the two words, one letter at a time, for house as follows:
horse

Step 1. Cover all but the first letters: Does the student notice that

the **h**'s look alike? The student notices. So far so good.

Step 2. Slide card to the right so the first *two* letters are exposed.
ho
ho
Now, what does the student see? Does he think the two are the same, or different at this point? The same? Good. That's correct.

Step 3. Slide the card again, one more letter to the right, so that now the student sees: hou
hor

Are they the same so far? They are not? What is different? The **u** and the **r**? Correct. Let's take the first one, **hou**. If we were to study just the **ou**, what sound would that make? Don't know? (The instructor can pretend to pinch the student.) Instructor then asks, *What would you say if someone did this to you?* Most students will say *OW*, so the instructor says *correct*. Let's put the **h** before the **ou**, which has the *ow* sound, and pronounce both sounds together for **how** but spelled **hou**. Does student understand so far? Good.

Let's take the second one, **hor**. If we are to study just the **or**, what sound would that make? **Or**? Correct. We know that word, and use it often. Would you like this pencil **or** the red one; this chair **or** that one. Now let's combine the **h** with the **or**, to make **hor**. What sound will this one make? **Hor**? Correct.

Step 4 and 5. Continue to slide the card to the right, until the **se** is exposed on both words. Again compare appearance, compare sound. Help student to notice that they are the same. The only difference in the two words is the letter in the middle. If need be, pair the word **horse** with a picture of a horse - and the word **house** with a picture of a house (temporarily). Otherwise, a letter-by-letter analysis frequently serves to call attention to a word part that the student hadn't previously noticed.

This method can be used for initial or medial sounds as well, or it can be used for a group presentation via the overhead projector. Instructor will have entered the word-pair sets on a transparency, and will repeat the procedure as the students observe the screen and orally respond as directed while she manipulates the card or words.

LESSON 25 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given worksheets containing numbered rows of words, with 8 or 10 words in each row, and given selected, correspondingly numbered words flashed on a screen via the overhead projector, students will be able to observe the word on the screen, locate the designated row containing that word on the worksheet, and underline the word which matches the word flashed on the screen with 90-95% accuracy.

MATERIALS

- Worksheets (partial sample) as follows:

1. come <u>came</u> cake cave cast cain can't cone cane

2. tame team meat mate atme tank <u>take</u> make teak

3. big bag <u>bat</u> bug bit tub but tap tab

- Transparencies (individual), numbered to correspond with each row, containing one of the words in each row:

1. came	2. take	3. bat

- Pencils

ACTIVITY

Instructor will distribute worksheets to students, explain and demonstrate forthcoming activity. She will flash one word from each numbered row on the screen for just three seconds, so students must carefully watch the screen. When the flash is completed, students are to hold that word-image in mind, locate the corresponding numbered row, and underline the word in that row which matches the word they saw flashed on the screen.

Instructor will check the worksheets, paying careful attention to the kinds of errors the students are making. If the student underlines *big* and the word *bit* was flashed and consistently displays this kind of error, the student is probably not allowing his eyes to range to the end of the word. Work with that student on activities covering discrimination of final consonants. The same applies to the student who underlines *bat* instead of *bit* - appropriate activities again being presented for medial letter discrimination remediation.

This particular activity can also help the student grow more efficient at transferring his visual attention from the vertical surface (the screen) to a horizontal surface (his desk containing the worksheet). It is difficult for some students to learn to do this. It will tell the instructor whether a student needs to be seated closer to the board whether the student needs practice, beginning with short, simple tasks.

This activity again, overlaps into association, but the primary focus is helping the student learn to discriminate for a given word out of a series. This is a skill he will need in order to improve reading efficiency, i.e., locating certain descriptive words in the text for meaning or context.

Sample Worksheet: **Find the word like the model on the left and underline.**

and	dan	and	nod	tan	and
ball	hall	ball	doll	ball	fall
big	fig	rig	big	big	pig
blue	glue	true	blue	blue	sue
can	fan	ran	can	can	pan
down	down	gown	down	frown	town
for	or	for	nor	for	for
get	let	get	get	pet	get
have	vale	vaeh	have	have	gave
house	horse	louse	house	mouse	house
jump	hump	jump	bump	punj	jump
little	title	little	till	little	little
look	hook	look	look	book	look
make	fake	bake	make	meka	make
me	we	me	em	me	be
not	hot	not	got	not	tot
play	clap	yalp	clay	play	play
ride	tide	ride	hide	ride	ried

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can	fan	ran	can	can	pan
down	down	gown	down	frown	town
for	or	for	nor	for	for
get	let	get	get	pet	get
have	vale	vaeh	have	have	gave
house	horse	louse	house	mouse	house
jump	hump	jump	bump	punj	jump
little	title	little	till	little	little
look	hook	look	look	book	look
make	fake	bake	make	meka	make
me	we	me	em	me	be
not	hot	not	got	not	tot
play	clap	yalp	clay	play	play
ride	tide	ride	hide	ride	ried

LESSON 26 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given worksheets containing 10 to 15 rows of words, each row having 8 to 10 words in it, and each row having an underlined model word in the left margin, students will be able to select all words in that row which match the first and underlined model word, and circle those words with 100% accuracy.

MATERIALS

Prepared worksheets (similar to following):

was	saw	sow	wsa	(was)	war	saw	(was)	(was)
spot	stop	tops	(spot)	tosp	post	(spot)	pots	(spot)
them	then	there	(them)	they	tchm	they	(them)	then
meet	meat	meal	mean	neat	(meet)	team	meat	(meet)

ACTIVITY

Instructor will distribute the worksheets and pencils. She will explain what is expected of the students, i.e., they are to examine the word on the left carefully, and circle all words to the right in the same row than are exactly like that model word. It may be helpful for the students if the instructor pronounces the model words for the first several rows, guiding them into comparing sound with symbol, helping them develop an auditory image of the whole word, or any other tool that they can use in conjunction with the necessary visual discrimination skills.

The primary purpose of this activity is to help correct errors of letter transposition. It can also be used to strengthen visual sequencing skills.

LESSON 27 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a typed copy of a paragraph from a child's reader, or any appropriate material as desired, in which every 6th or 8th word has been omitted, and a complete copy of that same material with no words omitted, the student will compare the typed copy having the omissions with the complete copy and fill in the missing blanks, with 95% accuracy.

MATERIALS

Worksheets, containing a comfortably-sized paragraph from current reading material, double spaced for easier reading, with every 6th or 8th word missing.
Copies of reading material with no omissions.

ACTIVITY

- Instructor will pass out one worksheet and one copy of the reading material to each participating student. Explanation can be supplemented with brief demonstration for sake of clarity.

If students need a liner (small, heavy-duty card which student can slide along under each row of words as he reads) to maintain position on the page, these could be provided. Student will be working with several skills, i.e., words in sentence sequence, position of omitted word in each line, or sequence of letters within words as the words are copied.

- Another variation of this would be to type all the omitted words across the top of the page. Distribute the worksheets to the students, but *not* the reading material. Children will be asked to read the sentence, choose the appropriate word from the list at the top for the blank in a given sentence, and write in it. This task calls for cognitive evaluation of content as well as visual discrimination.

LESSON 28 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a group of mixed letters and/or mixed objects, scattered on a tray in front of a student, and given an opaque sack in which *one* object has been place which matches *one* of the objects on the tray, the student will be able to feel the object in the sack and match it (leaving the object unseen in the sack) with one of the objects on the tray, on the basis of a visual-haptic motor match with 90-95% accuracy.

MATERIALS

Tray containing mixture of objects and/or letters such as:
- letters currently being studied, and/or
- various small, concrete objects, and/or
- various objects having distinctive surface textures.

An opaque sack or bag

ACTIVITY

Instructor will carefully select the objects to be used in this activity, some familiar, and some not familiar. Instructor may wish to have more than one object in the sack, depending upon the individual student. She will explain that the student is to feel (with one hand) the object contained in the sack, and by feel alone try to match it with one of the objects he *sees* on the tray. When student feels he knows which object it is, he will name the object, withdraw the object from the sack for visual comparison and confirmation.

This particular activity helps the student derive more efficient interpretation of environmental elements through the development of analytic, comparison, and evaluation skills, based on the interaction between the visual and tactile input modalities.

LESSON 29 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a word pronounced by the instructor a split second ahead of a simultaneous presentation of four words in a single column in a 2-second, tachistoscopic-type presentation, the students will be able to hear the pronounced word, scan the four-word flash presentation, and will be able to discriminate whether the instructor-pronounced word was the first, second, third, or fourth word, in that four-word column, with 95-100% accuracy.

MATERIALS

Transparencies containing the key word for instructor pronunciation on the left side (so constructed that the key words iwll not be visible on the screen), with the four-word columns on the right, which will be exposed to the children in a quick flash, *one set at a time.*

Sample sheet:

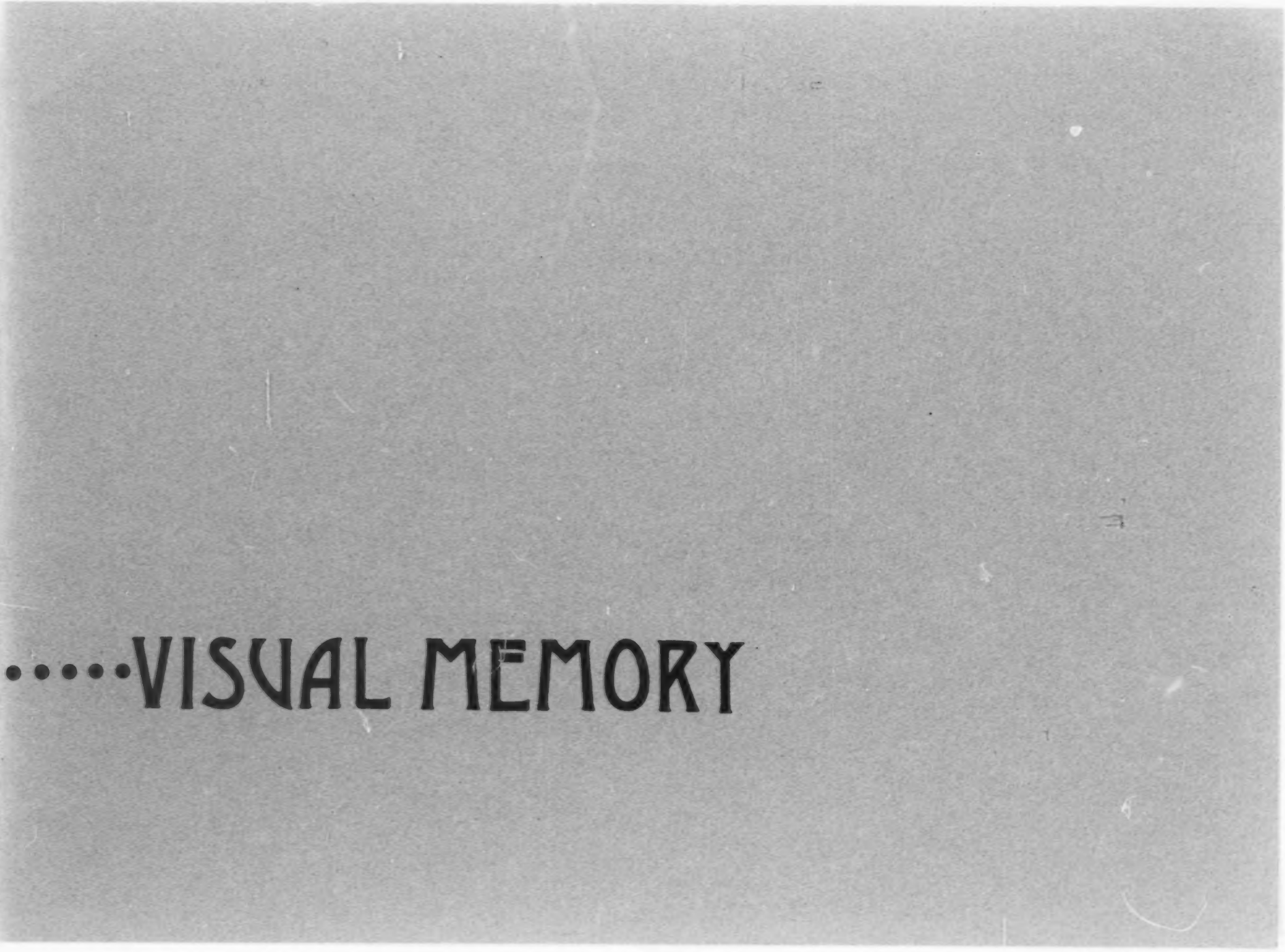
Key words (instructor only--not visible to students)	Four-word stimulus column (visible to students--one group at a time)
road	1. roam 2. road 3. roar 4. roast
feed	1. feel 2. feet 3. deep 4. feed
howl	1. owl 2. howl 3. schowl 4. brow

ACTIVITY

Instructor will run through a practice session to demonstrate the process and timing. Allow a little extra time at first four to five seconds to make sure the children can manage and understand the process. As proficiency improves, flash time should be reduced until 2-second flash is possible. This same routine can be used later with phrases and/or sentences.

This visual-auditory training should be maintained on a regular basis. Students will develop better sequencing skills, since they must match the sequenced sounds in the instructor-pronounced words with the letters in the visual stimuli; discrimination skills should improve through repeated practice at isolating and identifying the instructor-pronounced words; automatic recognition through visual auditory pairing should speed up since exposure time continues to be reduced gradually.

The purpose of this activity is to develop automatic recognition of material.


VISUAL MEMORY

LESSON 1 *READINESS*

After the teacher has described a place or situation, the children will list visual items that would be in that place or location with 95 - 100% accuracy depending on their individual backgrounds of experience

INSTRUCTIONAL OBJECTIVE

List of situations and places

MATERIALS

Tell the children to think of a situation that you are going to tell them about. Tell them they are to name as many things as they can think of that they would see in that situation.

ACTIVITY

Possible situations or places could include:

1. What would you see at a circus? at a zoo?
2. What would you see at a Christmas party? birthday party?
3. What would you see at a football game? ice-skating show?
4. What would you see at a pet show? at a farm?
5. What would you see at a railroad station? at an airport?
6. What would you see in a grocery store? in a discount store?
7. What would you see in your mother's purse?
8. What would you see in a school room? your brother or sister's room?
9. What would you see in the basement?
10. What would you see in the sky?

LESSON 2 *READINESS*

Given a list of descriptive situations, the children will distinguish between those in which they could learn by seeing from those in which they could not. After the teacher has read a phrase, the children will raise their hands if they would be able to see anything in that situation, with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

List of descriptive situations

MATERIALS

Read a phrase. Give the children time to respond if they are going to. A few sample situations are:

ACTIVITY

1. the sound of water running in the bathroom while you are in the kitchen
2. the sun making a shadow on the lawn
3. trying to find a candle after the electricity has gone off at night
4. jumping when the lightning flashes too closely
5. jumping when there is an especially loud clap of thunder
6. the smell of something burning in the oven
7. the sound of your mother running to the kitchen to see what is burning
8. smoke coming out of the oven
9. being *It* in Pin the Tail on the Donkey
10. walking into a store where the air conditioning is turned too high
11. tasting the cocoa to see if it is cold
12. trying to find the telephone in the bedroom at night
13. trying to find a messed-up part of your hair without a mirror
14. the best color for a new dress
15. trying to figure out where the cat went after you gave it a bath
16. a picture hanging on a wall
17. measuring the windows for curtains

LESSON 3 *READINESS*

A child is to watch another child perform a motor activity and then duplicate that activity. After the first child has done something, the second is to repeat it for the class with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Choose a child to be the actor. At first, whisper simple directions to each actor so there will be some control over the length and complexity of each activity. The second child is to watch the first and then repeat what he saw.

ACTIVITY

Continue in this way until everyone has had a chance to participate as either an actor or a copier.

LESSON 4 *READINESS*

A child is to imitate another child's basic way of moving, sitting or standing. After the child has imitated someone, the other members of the class will try to guess who is being copied with 90% accuracy.

INSTRUCTIONAL OBJECTIVE

Select a child to impersonate another child in the class. Tell the impersonator that he is not to talk but is to copy the other things that the person does. The rest of the class will try to guess who is being imitated.

ACTIVITY

This can be a difficult activity for many children because they find it difficult to put themselves in someone else's role. This activity should never be allowed to deteriorate into a way of making fun of other children.

LESSON 5 *READINESS*

The children are to tell what they saw in certain locations or in a picture. After the teacher has named the place or shown the picture, the children will close their eyes and one will be chosen to name an object at that place or in that picture.

INSTRUCTIONAL OBJECTIVE

Pictures from the teacher's picture file or from a commercial language kit

MATERIALS

Possible locations could include:

ACTIVITY

1. on the reading table?
2. on my desk?
3. on the playground?
4. on the art table?
5. on the chalkboard?
6. on the walls around the room?

LESSON 6 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will sort a group of specific pictures and put them under a picture indicating a general category. After the teacher has distributed the pictures, the children will place them under the correct general picture with 95% accuracy.

MATERIALS

Small pictures to fit the following categories:

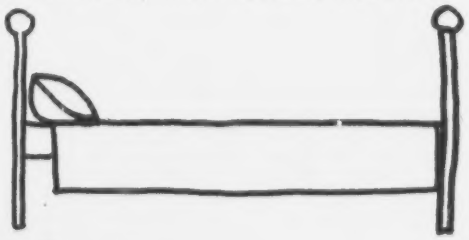
- animals
- furniture
- clothing
- plants
- musical instruments

Paper

ACTIVITY

Choose a picture to represent each category. Draw that picture on half a sheet of paper and instruct the children to place their other pictures with the representative picture to show the category it would fit in.

Representative pictures for animals and furniture could be like these:



LESSON 7 *READINESS*

INSTRUCTIONAL OBJECTIVE

A child is to look at a group of objects, then turn his back and tell what he saw. After the child has turned his back, he will name the objects with 95% accuracy.

MATERIALS

Table

Many small objects which the children should be able to name
(Examples: a paperclip, a piece of yarn, a pen, a pencil, a crayon, a knife, a fork, a spoon, a cup, a pan, a notebook, a spool, a penny, a nickel, a dime, a quarter)

Object box to store small objects

ACTIVITY

Place several objects on the table. The child is to look at the articles, then turn his back to them and name as many as he can remember.

Begin with only a few objects and increase the number as the children become more skillful in naming the objects.

LESSON 8 *READINESS*

A child is to look at a group of objects, then turn his back while one is removed and tell which object is gone. After the child has looked the second time, he will name the missing object with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Table
Object box
Many small objects which the children should be able to name

MATERIALS

Place the number of objects desired on the table. The child is to look at the items, turn his back and wait until one of the children has removed one object from the table. The child is then to look at the objects again and name the one which was removed.

ACTIVITY

This activity can be conducted completely by small groups of children. One child in each group should take charge and select the child to turn his back.

LESSON 9 *READINESS*

The children are to be able to name alides showing local places. After the children have seen a slide, they will name it with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Teacher-taken slides showing local places
Slide projector
Screen

MATERIALS

Show a slide. Ask for the name of the place or the name of the child who lives there if it is a student's house. If the slide shows a store, it is a good idea to include the store's sign in the slide.

ACTIVITY

Suggestions for slides are:

1. a slide of each child's home
2. local grocery stores
3. local department or discount stores
4. the school
5. the post office
6. the police department
7. the fire department
8. local restaurants
9. local recreational places such as bowling alleys, skating rinks, swimming pools, movie houses
10. local service stations

LESSON 10 *READINESS*

The children will be able to tell what is missing in pictures. After the teacher has shown a picture, the children will tell what is missing and then draw the missing part in with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

MATERIALS

Partially drawn picture
Pencils
Crayons, if desired

ACTIVITY

Distribute the pictures. Tell the children to look at them closely and see what is missing. Then ask the children to tell what needs to be done to finish the picture.

Tell the children to add the missing parts with their pencils. If there is time, they may also color the picture.

An example is:

LESSON 11 *READINESS*

INSTRUCTIONAL OBJECTIVE

After pictures containing hidden things within them have been distributed by the teacher, the children will find and shade in the hidden things with 95% accuracy.

MATERIALS

Picture containing hidden things
Pencils

ACTIVITY

Distribute the pictures. Tell the children they are to look for two hidden squirrels in the sunflower patch. When they see the squirrels, they are to shade them in with their pencils.

LESSON 12 *READINESS*

After the teacher has shown an object or a plastic color chip, the children will select that same object immediately and hold it up with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Individual cigar boxes for each child
Duplicate sets of small objects for each child
Plastic tokens

MATERIALS

Tell the children to take out their boxes. Select an object or a color chip and hold it up so everyone can see it. Tell the children to open their own boxes, take out the same thing and hold it up so everyone can see it.

ACTIVITY

This activity can be varied by changing the objects in the boxes from time to time, holding up more than one object and by doing it with different numbers of children--the whole class, selected groups or individuals. Later on, children can conduct this activity themselves in small groups.

LESSON 13 *READINESS*

After the teacher has held up an object or a plastic color chip, the children will present that same object at a later time with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Individual cigar boxes for each child
Duplicate sets of small objects for each child
Plastic tokens or chips
Timer

MATERIALS

Tell the children that you are going to show them something to remember. Hold it up so everyone can see it; in this case, a paperclip. Tell the children you want them to hold up this object in half an hour.

ACTIVITY

Have everyone return to other tasks and in thirty minutes, say *Show me what I held up and told you to remember.*

This routine can be varied by:

1. holding up more than one object
2. requiring different children to remember different items; such as: Sally, John and Bill, remember this. (Hold up a magic marker.) Bob, Blake and Sara, remember this. (Hold up a nickel.)
3. lengthening the amount of time between showing the objects to the group and requiring them to show them
4. making the time automatic; such as, show me your objects when the big hand (minute hand) gets on one, show me your objects after I dismiss you for recess and before you go out the door, show me your object right after lunch, show me your object before you go home, show me your object when the timer goes off.

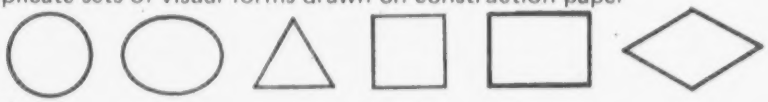
LESSON 14 *READINESS*

INSTRUCTIONAL OBJECTIVE

A child will be shown a drawing of a basic shape which then will be pinned to his back. After seeing the form and having it pinned on his back by the teacher, the child will find another child in the group with the same form on his back with 100% accuracy.

MATERIALS

Duplicate sets of visual forms drawn on construction paper



Pins

ACTIVITY

Show each shape to a different child and pin it to his back. Then tell the newly pinned child to circulate among the other children and find the one that matches the shape on his back. The children are then to line up with their partners, and turn their backs to the rest of the children so the others in the class can determine if they are correctly matched.

LESSON 15 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children are to be able to select a specific shape from a group of shapes. After the teacher has named the shape, the children will mark it with an X on their worksheet with 95% accuracy.

MATERIALS

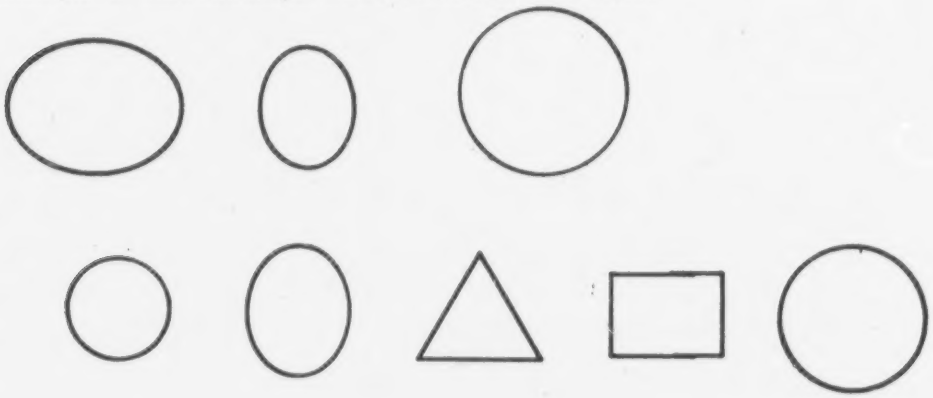
Worksheet showing different shapes
Crayons

ACTIVITY

Distribute the worksheets. Tell the children which shape they are to mark in each row and what color they are to use. Examples of two rows in such a worksheet are:

1. Mark the circle in the first row. Use a red crayon.
2. Mark the oval in the second row. Use a yellow crayon.

Examples of different shapes that the children are to mark:



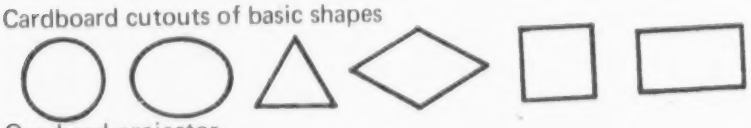
LESSON 16 *READINESS*

INSTRUCTIONAL OBJECTIVE

After the teacher has shown a basic form, the children will name that shape with 95% accuracy.

MATERIALS

Cardboard cutouts of basic shapes



Overhead projector
Flashcards showing same basic shapes

ACTIVITY

Show the cardboard shapes on the overhead. Ask for volunteers to name each shape.

Show the forms that are drawn on the flashcards and ask for volunteers to name each shape.

Team students who can name all the shapes with those having difficulty to give extra tutoring time to the slower children.

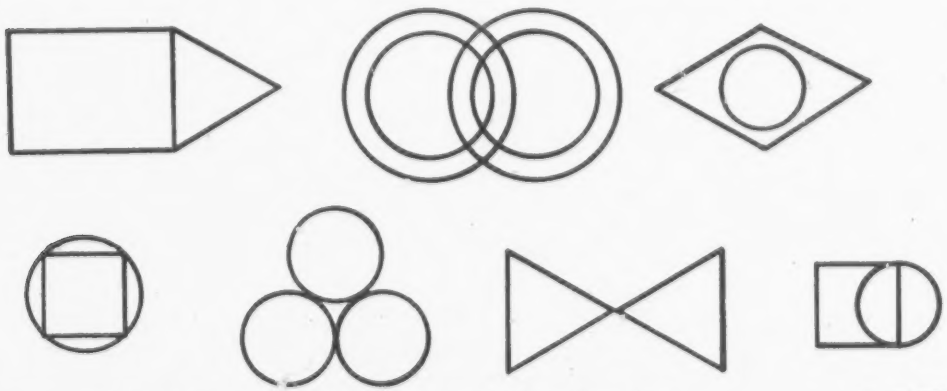
LESSON 17 *READINESS*

INSTRUCTIONAL OBJECTIVE

After the teacher has shown a basic form drawing and put it down, the children will draw that form with 95% accuracy.

MATERIALS

Drawings of basic forms (circle, oval, square, rectangle, triangle, diamond, or more complex forms such as:



ACTIVITY

Show a form. Put it aside. Tell the children to draw what they saw.

Use many different forms at different times as the children become more proficient at reproducing visual forms from memory. Begin with simple forms and progress to more difficult ones.

LESSON 18 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will match a domino pattern shown them by the teacher to one on their worksheet. After the teacher has shown the pattern, removed it and told the children to turn their worksheets over, the children willl mark that same pattern with 95% accuracy.

MATERIALS

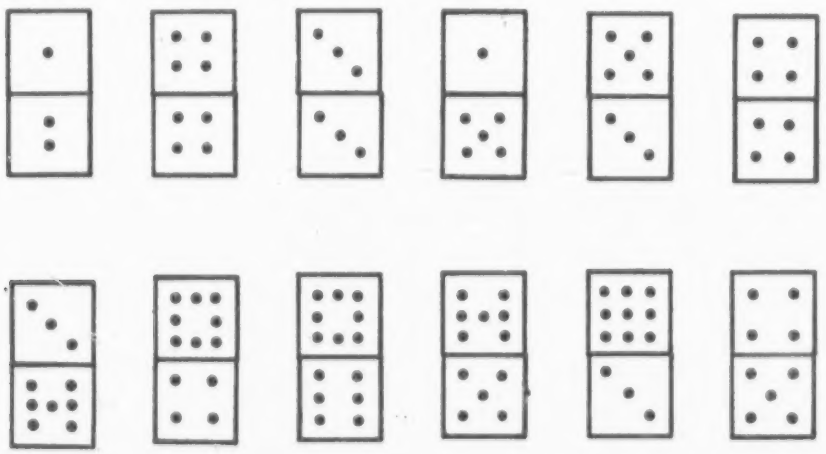
Large domino patterns
Domino pattern worksheets
Pencils

ACTIVITY

Show a large domino pattern and then put it aside. Distribute the individual domino worksheets and tell the children to mark the same pattern on their papers.

From now on, instruct the children to turn their worksheets face down while you show them the pattern. After you have removed the pattern, they are to turn their worksheets over and mark.

Sample domino patterns to be matched and marked:



LESSON 19 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will look at a page in a book. After they have closed the book, they will find the same page again with 100% accuracy.

MATERIALS

Reading books

ACTIVITY

Divide the children into pairs. One child in each pair is to find a page in the reading book. He shows it to his partner and then closes the book. The other child is to find the very same page. Then the children are to trade roles.

LESSON 20 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will say the names of the letters on an immediate recall basis when they see the visual symbol of the letters on the overhead. After the teacher has allowed practice time on the letter names, the children are to name the letters with 100% accuracy.

MATERIALS

Overhead projector
Teacher-made individual letter transparencies

ACTIVITY

Check short-term recall with the overhead by following this procedure:

1. Show each letter transparency individually on the overhead. Say its name several times before going on to the next letter. (Show r . Say, *This is r , r, r, r, r, r .*

2. Mix up the order of the transparencies. Show each letter individually and call on the class as a unit to say the name of each letter with you.

3. Mix up the order of the transparencies. Show each letter individually and call on the class as a unit to say the name of each letter. Do not say anything this time.

4. Mix up the order of the transparencies. Show each letter individually and call on individual students to take turns naming a single letter. *(Mary, what is this?)*

5. Mix up the order of the transparencies and call for volunteers to say all of the letters.

6. Mix up the order of the transparencies and call on those who do not volunteer to say all the letter names.

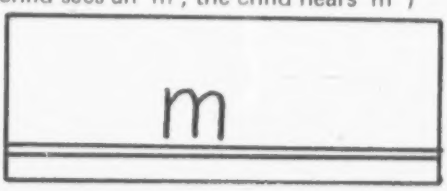
LESSON 21 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to say letter names on a short term memory basis when they see the visual symbols of those letters on Language Master cards. After the teacher has allowed practice time with the Language Master cards, the children are to name the letters with 100% accuracy.

MATERIALS

Language Master
Language Master cards printed with single letters and recorded with the letter name
(The child sees an m , the child hears m)



ACTIVITY

Check short-term recall using the Language Master by following this procedure:

1. Hand a child the Language Master cards you wish him to practice. The number can vary from 1 to 26, depending on the child's previous exhibited mastery of letter names.

2. Tell the child to listen to and then record each Language card a specific number of times. The number of repetitions can vary from 2 to 10, depending on the level of drill needed by that particular child.

3. Check the child when he is ready. Mix up the order of the cards and show each one to him. Keep those he is unable to name in a separate pile and assign additional Language Master drill on those immediately.

LESSON 22 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to say a specific letter name on a short-term memory basis when they see the visual symbol of that letter printed on a flashcard. After the teacher has given practice time with the flashcards, the children are to name the letters with 100% accuracy.

MATERIALS

Individual letter flashcards

ACTIVITY

Check short-term memory using the flashcards by following this procedure:

1. Show the group a flashcard. Say the name of the letter that appears on the card several times before going on to the next card.

2. Mix up the order of the cards. Call on the class as a unit to say each of the letter names.

3. Mix up the order of the cards. Call on class members to take turns saying a single letter. (Mary, what is this?; Tom, what is this letter?)

4. Mix up the order of the cards. Select two members of the class to race to see which one can name the letter first.

5. Mix up the order of the flashcards. Call for volunteers to say all of the letters.

6. Assign the students who know specific letters to help those who are having difficulty. (*Mike, say these letters.* Show him b , p , d. If he says them quickly without mistakes, assign him to help Frank whom you know to have had difficulty with these same letters yesterday. *Take Frank to that corner.* Indicate. *Sit on the floor with your backs to us and say each of these letters to him ten times. Then see if he can say the letter names to you. If he can't say the letters to him again. If he can say them all without any mistakes, both of you are to come back to the group. Then I will have him say the letters to me.*

LESSON 23 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to say the letter names on a long-term memory basis when they see visual symbols of the letters on the overhead, on Language Master cards or on flashcards. After the teacher shows a letter, the children are to name it with 95% accuracy.

MATERIALS

Overhead projector
Individual letter transparencies
Language Master
Language Master cards printed with a single letter and recorded with the letter name
Individual letter flashcards

ACTIVITY

Check long-term memory of letter names by using one of these procedures:

1. Show each letter transparency individually on the overhead and ask for its name without giving any immediately-prior practice.

2. Show the letters individually on the Language Master cards. Ask the children to say the letter names without allowing them any immediately-prior practice.

3. Show each letter on the flashcards. Ask the children to say the letter names without allowing them any immediately-prior practice time.

Vary these long-term checking activities by:

1. Asking different numbers of students to respond--the class as a whole, the girls, the boys, group 1, individual children

2. Extending the time between review periods--half an hour, half a day, a day, two days, a week

LESSON 24 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to match a printed letter shown by the teacher to one on a worksheet. After the teacher has shown the letter and covered it, the children are to turn their worksheets over and mark that letter with 100% accuracy.

MATERIALS

Chalkboard
Chalk
Large piece of cardboard or pull-down screen
Teacher-printed worksheet showing letters
Crayons

ACTIVITY

Tell the children to get their crayons. Follow this procedure:

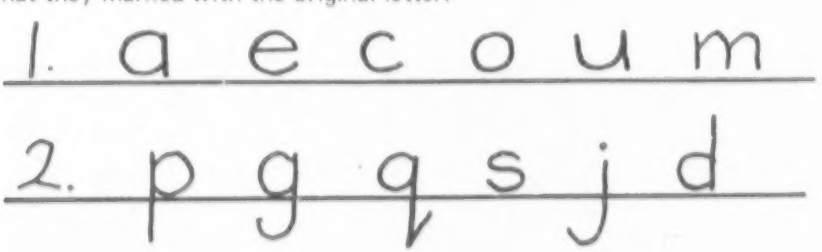
1. Distribute worksheets and tell the children to leave them face down. Tell the children to close their eyes.

2. Print a letter on the chalkboard.

3. Tell the children to open their eyes and look at the letter. Then cover the letter with the cardboard or screen.

4. Tell the children to turn their worksheets over and mark the correct letter.

5. Remove the cover and allow the children to check themselves by comparing what they marked with the original letter.



LESSON 25 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to draw straight lines from one letter to another as they are shown by the teacher. After the teacher has erased the letter, the children draw a line to it with 95% accuracy.

MATERIALS

Chalkboard
Chalk
Teacher-made worksheets
Pencils
Teacher-prepared worksheet done with heavy black magic marker

ACTIVITY

The children are to make a path around the worksheet as individual letters are shown. They are to make straight lines directly to the letter because it does not matter if lines cross or are drawn over other letters. Follow this procedure:

1. Say, *Start at this letter on the door.* Make x on the chalkboard, count slowly to 5 to yourself, erase the letter and tell the children to place their pencils on the correct letter.

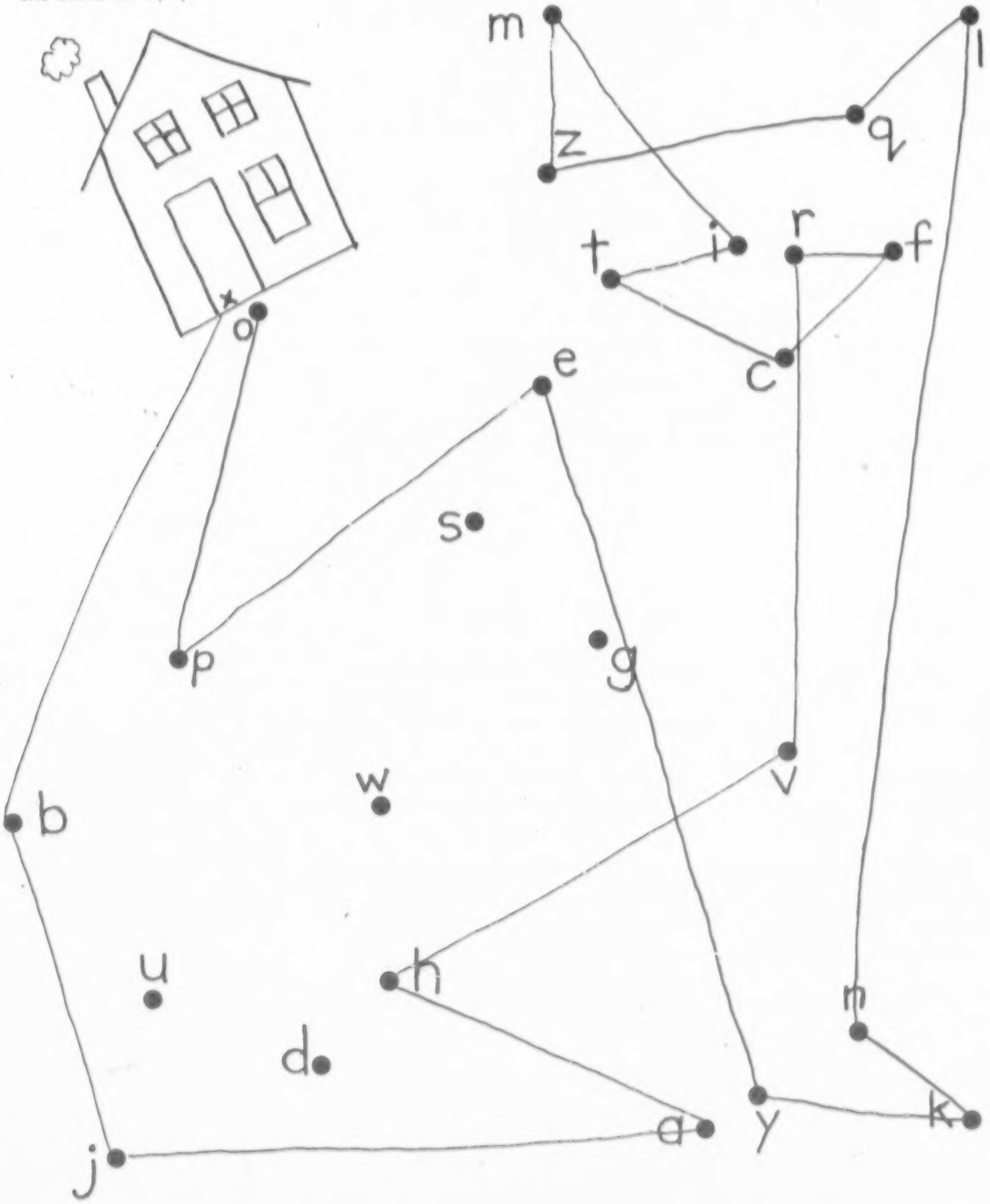
2. Then say to the children, *I will make a letter on the chalkboard which you are to look at. I will then erase the letter.* After *I have erased the letter, you are to draw a line from the place you were before to the new letter. After you start, you are not to lift your pencil off the paper.*

3. From now on, just make the letter, then erase it without giving further directions.

1. b	6. r	11. m	16. k
2. j	7. f	12. z	17. y
3. a	8. c	13. q	18. e
4. h	9. t	14. l	19. p
5. v	10. i	15. n	20. o

4. Allow the children to check their own papers by placing their worksheet over the one prepared by the teacher. If they followed the same correct letter path, their lines should be about the same.

The following is a sample worksheet (completed) on which the children are to draw paths to single letters from another letter. Teacher-completed worksheets like this one can be used for checking the children's papers.



LESSON 26 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to mark all the letters in a row like the one shown to them. After the teacher has shown a letter, the children are to mark all the letters like that, in a specific row on their worksheets, with 95% accuracy.

MATERIALS

Overhead projector
Individual letter transparencies for c, m, r, d, p, e
Teacher-made tracking worksheet
Pencils

ACTIVITY

The children are to look at the letter they are tracking on the overhead. Then the teacher removes the transparency and the children are to circle every letter in the row like it. They are to make only one movement across the row and are not to double back.

1. Track c. Show it on the overhead, then remove it. Only then are the children to start marking the letters.

c e o c

2. Track e.

oeccbdmnopceoooecccgecceocceecdpdmrpoedcecececeeccccceeopgpbnpepezexeceovoec

LESSON 27 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to say either the letter name, letter sound associations or the letter sounds on a short-term memory basis when they see the visual symbols for letters on the overhead, on Language Master cards or on flashcards. After the teacher has allowed practice time, the children are to say the specific information asked for each letter with 100% accuracy.

MATERIALS

Overhead projector
Teacher-made individual letter transparencies
Language Master
Language Master cards for each letter, printed with a letter symbol m and recorded with the letter name m and letter sound /m/.
Individual flashcards for each letter

ACTIVITY

Choose the method desired for that day or period. Then, follow the sequence below:

1. Work on each letter individually. Have the children look at the letter and say the desired information several times before going on to the next letter.

2. Check immediately for recall. Mix up the order of the letters and have the children say the desired information for each one.

3. Provide additional practice for the more difficult letters or for the individual children who are having difficulty.

4. Repeat this type of activity many times if necessary.

LESSON 28 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to say either the letter name, letter sound associations for each letter or the sound of each letter they see the visual symbols of the letters on the overhead, on Language Master cards or on flashcards. After the teacher shows a letter, the children are to name it with 95% accuracy.

MATERIALS

Overhead projector
Individual letter transparencies
Language Master
Language Master cards printed with the letter symbol and recorded with the letter name, letter sound
Individual letter flashcards

ACTIVITY

Check long-term recall of letter name, letter sound associations by using one of these procedures:

1. Show the letters individually on the overhead and ask for the desired information without giving the students any immediately-prior practice time.

2. Show the letters individually on the Language Master cards. Ask the students to say the desired information without giving them any immediately-prior practice time.

3. Show the letters individually on the flashcards. Ask the students to say the desired information for each letter without giving them any immediately-prior practice time.

Vary these review sessions by asking different numbers of children to respond or by varying the length of time between review sessions.

LESSON 29 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to use color cues as a way of telling whether an isolated vowel has the long sound or the short sound. After the teacher has allowed sufficient practice time, the children are to look at a colored vowel and say its sound with 95% accuracy.

MATERIALS

Overhead projector
Individual letter transparencies for each vowel, one set in orange, the other set in blue

ACTIVITY

The children are to learn that the orange vowels have short sounds and that the long vowels are blue.

Follow this procedure:

1. Show all the orange vowels. Ask how they are alike.

2. Show all the blue letters. Ask how they are alike.

3. Show the letter pairs. Then say, *This letter is blue; here is the same letter again, but it is orange.*

4. Teach the orange sound for a, short /ă/; then teach the blue sound for a, long /ā/.

5. Do the same for the other vowels as soon as you feel the children can say the correct sound with the correct color for the two sounds of a. Do not move too quickly from one letter to the next.

6. Drill as many sessions as necessary to teach the color, sound differences.

LESSON 30 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to use vowel color cues as a way of sounding out consistently spelled pattern words. After the teacher has shown the word, the children are to sound it out using the color as an aid with 95% accuracy.

MATERIALS

Overhead projector
Teacher-made individual word transparencies for CVC and CVCE pattern words, the vowels that are long are to be blue)

ACTIVITY

The children are to sound out CVC and CVCE words using the color of the vowel to help them. Follow this procedure:

1. Review again that the orange vowels say short /ă/, short /ĕ/, short /ĭ/, short /ŏ/, short /ŭ/.

2. Review again that the blue vowels say long /ā/, long /ē/, long /ī/, long /ō/, long /ū/.

3. Instruct the children to sound out each word and use the color as a cue. If you want to be absolutely sure that they do this, you can have them say the vowel sound first and then blend it in the proper position.

4. Present many CVC words.

5. Present many CVCE words.

6. Mix the CVC and the CVCE words together and tell the children to sound them out.

LESSON 31 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to match a cursive letter shown by the teacher to one on a worksheet. After the teacher has shown the letter on the chalkboard and covered it, the children are to turn their worksheets over and mark that letter with 100% accuracy.

MATERIALS

Chalkboard
Chalk
Piece of cardboard
Worksheet showing cursive letters
Crayons

ACTIVITY

Follow this procedure:

1. Distribute the supplies. Tell the children to turn their worksheets face down.

2. Tell the children to close their eyes. Write a letter on the chalkboard.

3. Tell the children to open their eyes, look at the letter and mark the same letter on their worksheets.

4. Cover the letter while they are turning their worksheets over.

5. Remove the cardboard and let the children check themselves by comparing what they marked with the original letter.

Two rows of a sample worksheet are:

1. Mark m

r n m w

2. Mark b

d b p q

LESSON 32 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

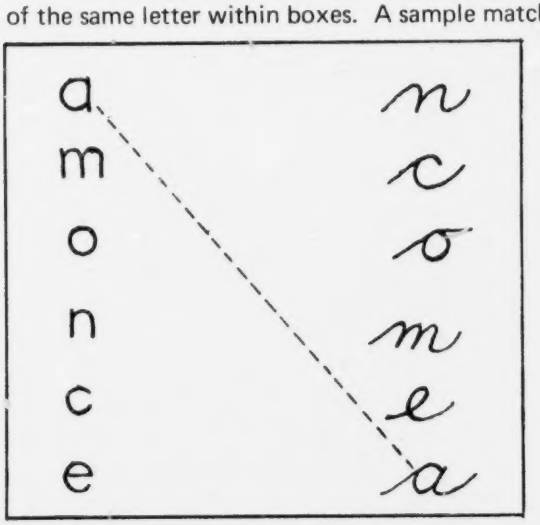
The children are to be able to match cursive and printing forms of the same letter. After the teacher has given directions, the children are to match the different forms with 100% accuracy.

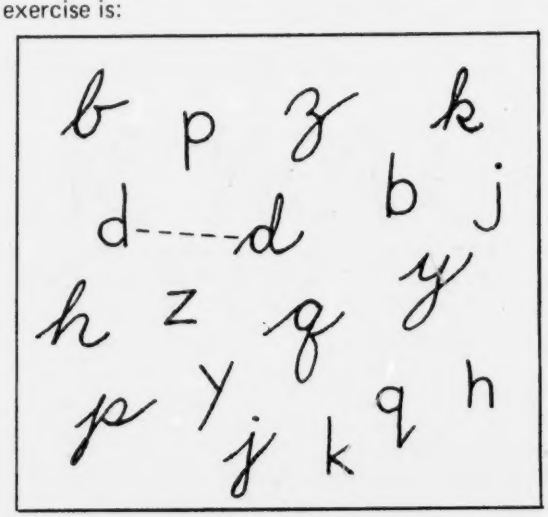
MATERIALS

Teacher-made worksheet
Pencils

ACTIVITY

The children are to draw lines between the printing form and the cursive forms of the same letter within boxes. A sample matching exercise is:





LESSON 33 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to say specific words on a short-term memory basis when they see the words on the overhead, on Language Master cards or on flashcards. After the teacher has allowed practice time, the children are to say the words with 100% accuracy.

MATERIALS

Overhead projector
Teacher-made individual word transparencies
Language Master
Language Master cards printed with a word and recorded with the word
Individual flashcards for each word

ACTIVITY

Choose the method desired for that day or do some fancy grouping and use all three. If this is to be done, work with a group yourself at the overhead, assign a student helper who knows all the words to work with the flashcard group and send individual children to the Language Masters. Whether the class is working as a unit or in groups, follow this sequence:

1. Work on each word individually. Look at the word and say the word many times before going on to the next one.

2. Check immediately for recall. Mix up the order of the words and have the children say each one.

3. Provide additional practice for those who need it.

4. Repeat this lesson as many times as necessary.

LESSON 34 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to say words on a long-term memory basis when they see the words on the overhead, on Language Master cards or on flashcards. After the teacher shows a word, the children are to say it with 95% accuracy.

MATERIALS

Overhead projector
Individual word transparencies
Language Master
Language Master cards printed with words and recorded with words
Individual word flashcards

ACTIVITY

Check long-term memory of words by using one of these procedures:

1. Show the words individually on the overhead. Ask for the children to say the word without allowing them any immediately-prior practice time.

2. Show the words individually on the Language Master cards. Ask the students to say the words without giving them any immediately-prior practice time.

3. Show the words individually on the flashcards. Ask the students to say the words without giving them any immediately-prior practice time

Vary this activity by asking different numbers of children to respond and by varying the length of time between review periods.

LESSON 35 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to name visual symbols used in arithmetic when they see those visual symbols on the overhead, on Language Master cards or on flashcards. After the teacher has allowed practice time, the children are to name the visual symbols on a short-term memory basis with 100% accuracy.

MATERIALS

Overhead projector
Teacher-made individual number transparencies
Teacher-made individual arithmetic symbol transparencies
Teacher-made Roman numeral transparencies
Language Master
Language Master cards printed with numbers and recorded with the number name
Language Master cards printed and recorded with arithmetic symbols
Language Master cards printed and recorded with Roman numeral
Individual number flashcards
Individual arithmetic symbol flashcards
Individual Roman numeral flashcards

ACTIVITY

Choose the method desired for that particular time, or do some fancy grouping and use all three. If this is to be done, work with a group yourself at the overhead, assign a student helper who knows the numbers being practiced to work with the flashcard group and send individual children to the Language Master. Whether the class is working as a unit or in groups, follow this procedure:

1. Work on each visual symbol individually for as long as necessary. Show the symbol and say its name many times.

2. Check immediately for recall. Mix up the order of the symbols and have the children name each one.

3. Provide additional practice for those who need it.

4. Repeat this lesson as many times as necessary.

LESSON 36 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will name visual symbols used in arithmetic on a long-term memory basis when they see those visual symbols on the overhead, on Language Master cards or on flashcards. After the teacher shows an arithmetic visual symbol, the children are to name it with 95% accuracy.

MATERIALS

Same as in Lesson 35 above.

ACTIVITY

Check long-term memory of number names by using one of these procedures:

1. Show the symbols individually on the overhead. Ask the children to name each one without giving them any immediately-prior practice time.

2. Show the symbols individually on the Language Master cards. Ask the children to name each one without giving them any immediately-prior practice time.

3. Show the symbols individually on the flashcards. Ask the children to name each one without giving them any immediately-prior practice time.

Vary this review by lengthening the period of time between practice sessions so that the children will be required to remember arithmetic visual symbols for longer periods of time until you feel the children have really mastered them.

LESSON 37 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to distinguish between numbers which are made correctly and those which are backward. After the teacher has distributed the worksheets, the children are to circle the correct letters and cross out the swizzles with 95% accuracy.

MATERIALS

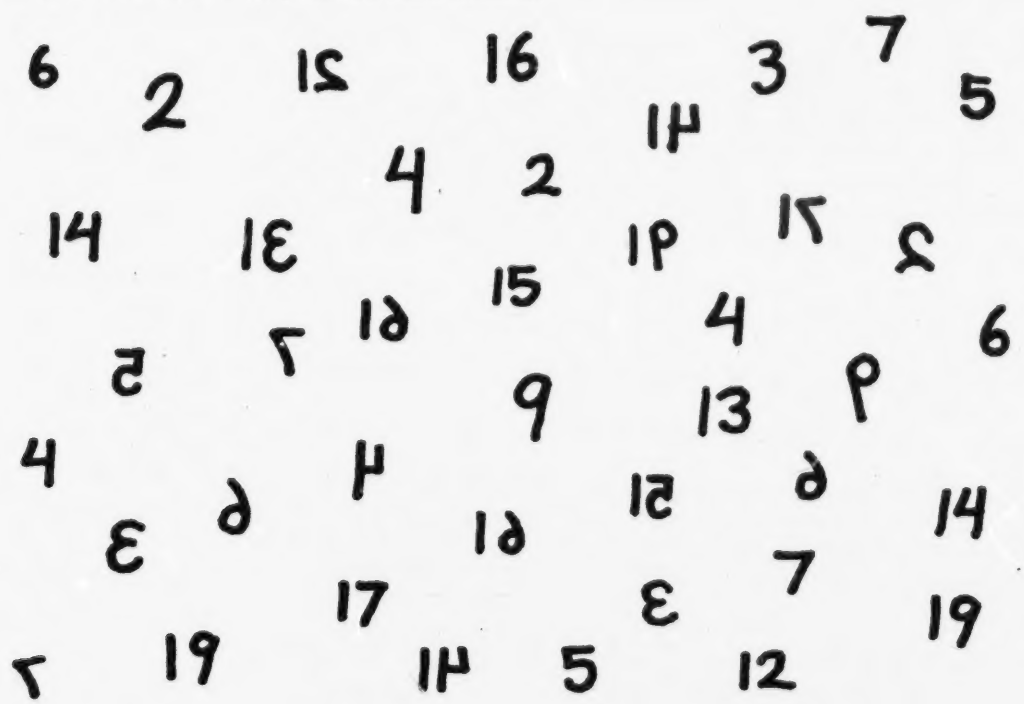
Teacher-made worksheet showing correctly made numbers and swizzles
Pencils
Crayons

ACTIVITY

Distribute supplies. Tell the children that they are to circle every number which has been made correctly.

They are also to cross out every swizzle. Swizzles look like numbers but are turned around the wrong way.

Sample worksheet showing numbers and swizzles:



LESSON 38 *ACADEMIC*

INSTRUCTIONAL MATERIALS

After the teacher has shown a number, the children are to circle all the numbers like it in that row with 95% accuracy.

MATERIALS

Chalkboard
Chalk
Teacher-made tracking worksheets
Pencils

ACTIVITY

Distribute worksheets and supplies. Tell the children that you will show them a number on the chalkboard and they are to circle all the numbers like that in the row they are doing.

Tell the children that they are only to move across the worksheet one time. They are not to double back and circle the numbers they missed the first time. The numbers to be tracked in two example rows are:

1. 4

14345446173603a244b13733678945392894780389478382746382000404748340

2. 7

902847595739204958674930958629486950496857493029485768594032940596876547 3

LESSON 39 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to say the name of each punctuation mark on a short-term memory basis when they see the mark on the overhead, on Language Master cards or on flashcards. After the teacher has allowed practice time, the children are to name the punctuation marks with 95% accuracy.

MATERIALS

Overhead projector
Teacher-made individual transparencies for , . ' " " ?
Language Master
Language Master cards printed with the punctuation symbol and recorded with the name of the mark
Individual flashcards for each punctuation mark

ACTIVITY

Choose the method desired for that day or group so that all three may be used. If this is done, work with a group yourself at the overhead, assign a student helper who already knows the names of the punctuation marks to work with the flashcard group and send individual children to the Language Masters. Whether the class is working as a unit or in groups, follow this sequence:

1. Work on each mark individually. Show the punctuation mark and name it several times before going on to the next one.

2. Check immediately for recall. Mix up the order of the marks and have the children name them.

3. Provide additional practice for those who need it.

4. Repeat this lesson as many times as necessary.

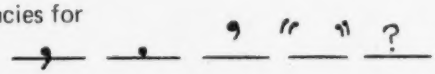
LESSON 40 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to name the punctuation marks on a long-term memory basis when they see the marks on the overhead, on Language Master cards or on flashcards. After the teacher shows a punctuation mark, the children are to name it with 95% accuracy.

MATERIALS

Overhead projector
Individual punctuation mark transparencies for



Language Master
Language Master cards printed with punctuation marks and recorded with the name of the mark
Individual flashcards for each of the punctuation marks

ACTIVITY

Check long-term memory of the names of punctuation marks by using one of these procedures:

1. Show the marks individually on the overhead. Tell the children to name them without allowing any immediately-prior practice.

2. Show the marks individually on the Language Master cards. Tell the students to name the mark without allowing any immediately-prior practice time.

3. Show the marks individually on the flashcards. Tell the students to name the marks without giving them any immediately-prior practice time.

Vary these review sessions by asking different numbers of children to respond and by lengthening the amount of time between review sessions.

LESSON 41 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to match a punctuation mark shown to them by the teacher with one on a worksheet. After the teacher has shown the mark on the chalkboard and then covered it, the children are to turn their worksheets over and mark the same one with 100% accuracy..

MATERIALS

Chalkboard
Chalk
Large piece of cardboard or pull-down screen
Teacher-made worksheets
Pencils

ACTIVITY

Tell the children to close their eyes. Then make a punctuation mark on the chalkboard. Tell the children to open their eyes and look at the mark. Cover the mark and tell the children to turn their worksheets over and circle the one they just saw.

After everyone has circled, uncover the original and let the children check themselves by comparing it with their own answer.

The punctuation marks to be circled in two example rows are: ' — .

1. ' " , .
2. ? ; ? .

LESSON 42 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to match visual symbols used in arithmetic shown by the teacher with one on a worksheet. After the teacher has shown the visual symbol on the chalkboard and covered it, the children are to turn their worksheet over and mark that same symbol with 100% accuracy.

MATERIALS

Chalkboard
Chalk
Large piece of cardboard or pull-down screen
Pencils

ACTIVITY

Tell the children to close their eyes. Write an arithmetic visual symbol on the chalkboard. Tell the children to open their eyes and look at it. Cover the symbol and tell them to turn their worksheets over and circle what they saw. After everyone has marked, expose the symbol and allow the children to check themselves by comparing what they marked with the original.

Examples of two rows in such a worksheet for numbers are:

1. Mark 4. 2 6 7 4
2. Mark 3. 3 5 6 2

Examples of two rows in such a worksheet for matching arithmetic symbols are:

1. Mark >. > < ÷ × + −
2. Mark +. ¢ ÷ + × − =

Examples of two rows in such a worksheet for matching Roman numerals are:

1. Mark I. II III I IV
2. Mark V. V VI X II

LESSON 43 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

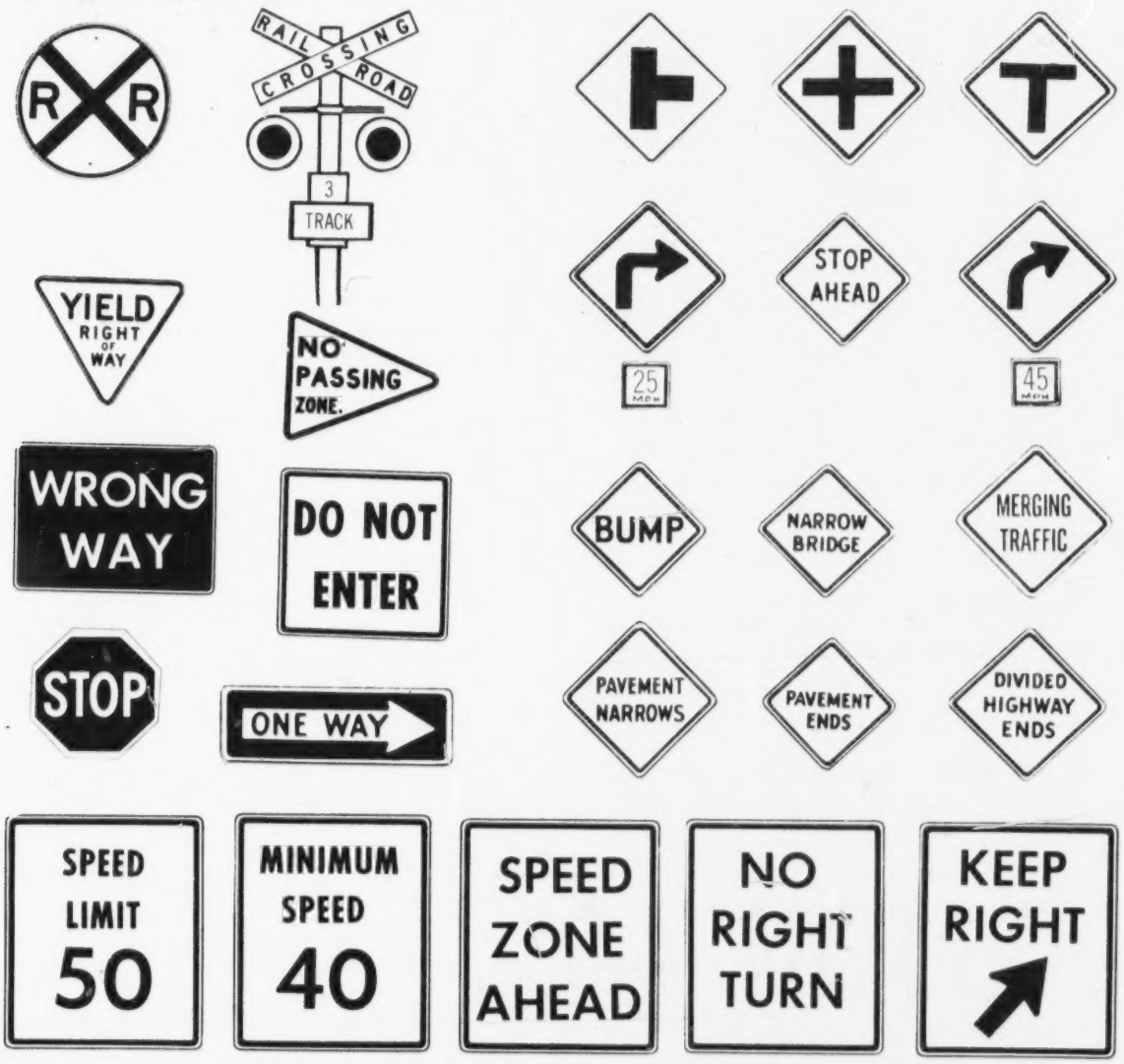
The children are to look at an original set of highway sign drawings. Then they are to answer *yes* or *no* as to whether that particular sign was included in that sequence with 95% accuracy.

MATERIALS

Highway traffic signs drawn on 8½" by 11" cards

ACTIVITY

Show the children a set of three cards--merging traffic, pavement narrows, stop ahead. Then mix these cards in with several other cards. Show each card in the stack individually and ask, *Did you see this card among the three I showed you before?* The children are to answer either *yes* or *no*. Signs to be used can include:



LESSON 44 *ADVANCED*

The children are to be able to match a playing card from their deck with one from the teacher's deck. After the teacher has shown the card and put it down, the children are to find the same card with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Decks of playing cards

MATERIALS

Pick a card from your deck. Hold it up so everyone can see it. Put it face down and tell the children to find the same card.

ACTIVITY

If you want, children could race to see who is the first one to be able to find the card.

LESSON 45 *ADVANCED*

After the teacher has shown them several playing cards, the teacher will name a card and the children are to indicate *yes,* that the card was included, or *no,* it was not, with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Decks of playing cards

MATERIALS

Begin with small numbers of cards. Show the children two cards and then give them four questions about them. Increase the number of cards involved as the children become more proficient at indicating whether they were seen or not.

ACTIVITY

An example would be:

1. Show the children the ♢K ♡7 ♤3 ♧2
2. Then ask:

   Did you see the ♧2 ?

   Did you see the ♢K ?

   Did you see the ♡6 ?

   Did you see the ♤3 ?

   Did you see the ♢Q ?

   Can anyone name the card you saw that I did not name? (♡7)

LESSON 46 *ADVANCED*

The children are to identify and name the states when they see a silhouette of the state. After the teacher has shown a silhouette, the children are to name it with 90% accuracy.

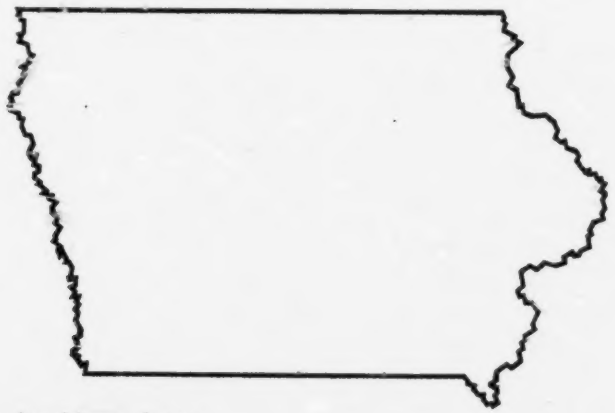
INSTRUCTIONAL OBJECTIVE

Silhouettes of each state, drawn on heavy paper

MATERIALS

Show the children a state shape. Ask them to name the state. An example is:

ACTIVITY



The children should say, *Iowa.*

LESSON 47 *ADVANCED*

The children will be able to match Morse Code symbols with the letters they represent. After the teacher has allowed individual practice time in associating the Morse symbol with the alphabet letter, the children are to match the two on a worksheet with 90% accuracy.

INSTRUCTIONAL OBJECTIVE

Practice worksheet showing the Morse symbols for each letter
Teacher-made worksheet testing recall of Morse symbols
Pencils

MATERIALS

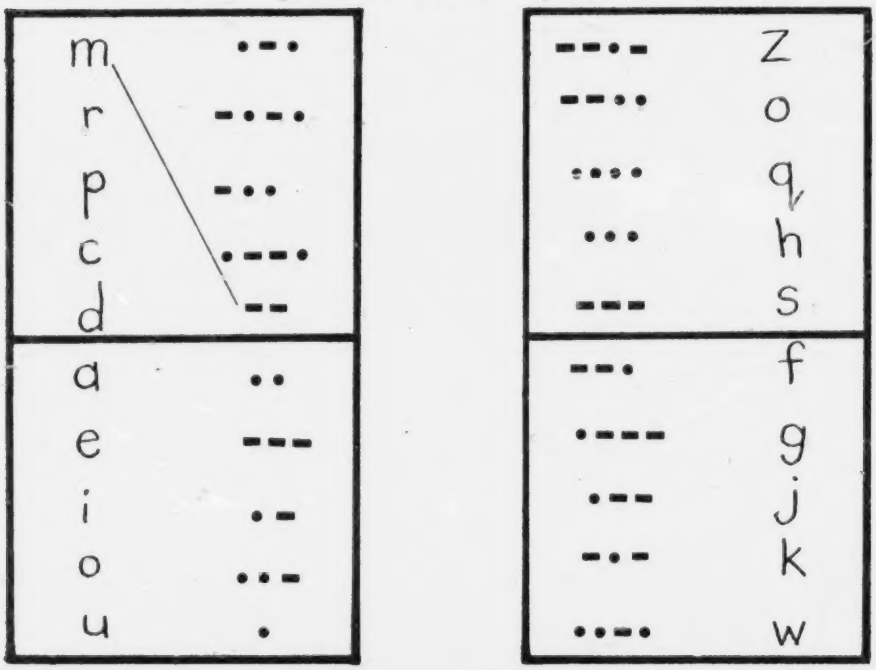
Tell the children to practice the worksheets until they think they can remember the Morse Code for each alphabet letter. Distribute worksheets for matching. Tell the children to draw lines between the correct Morse symbol and the alphabet letter.

ACTIVITY

Sample worksheet showing the Morse Code symbols for each letter

Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii
•–	–•••	–•–•	–••	•	••–•	––•	••••	••
Jj	Kk	Ll	Mm	Nn	Oo	Pp	Qq	Rr
•–––	–•–	•–••	––	–•	–––	•––•	––•–	•–•
Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz	
•••	–	••–	•••–	•––	–••–	–•––	––••	

Sample worksheet testing recall of Morse Code symbols and alphabet letters:



LESSON 48 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children are to match a chemical symbol shown to them by the teacher to one on a worksheet. After the teacher has covered the original symbol, the children are to circle that same symbol on their worksheets with 95% accuracy.

MATERIALS

Chemistry book
Chalkboard
Chalk
Pull-down screen or large piece of cardboard
Teacher-made worksheets
Pencils

ACTIVITY

Tell the children to turn their worksheets down and then print a chemical symbol on the board. Tell them to open their eyes and look at the symbol. Cover the symbol and tell the children to circle that symbol on their worksheets.

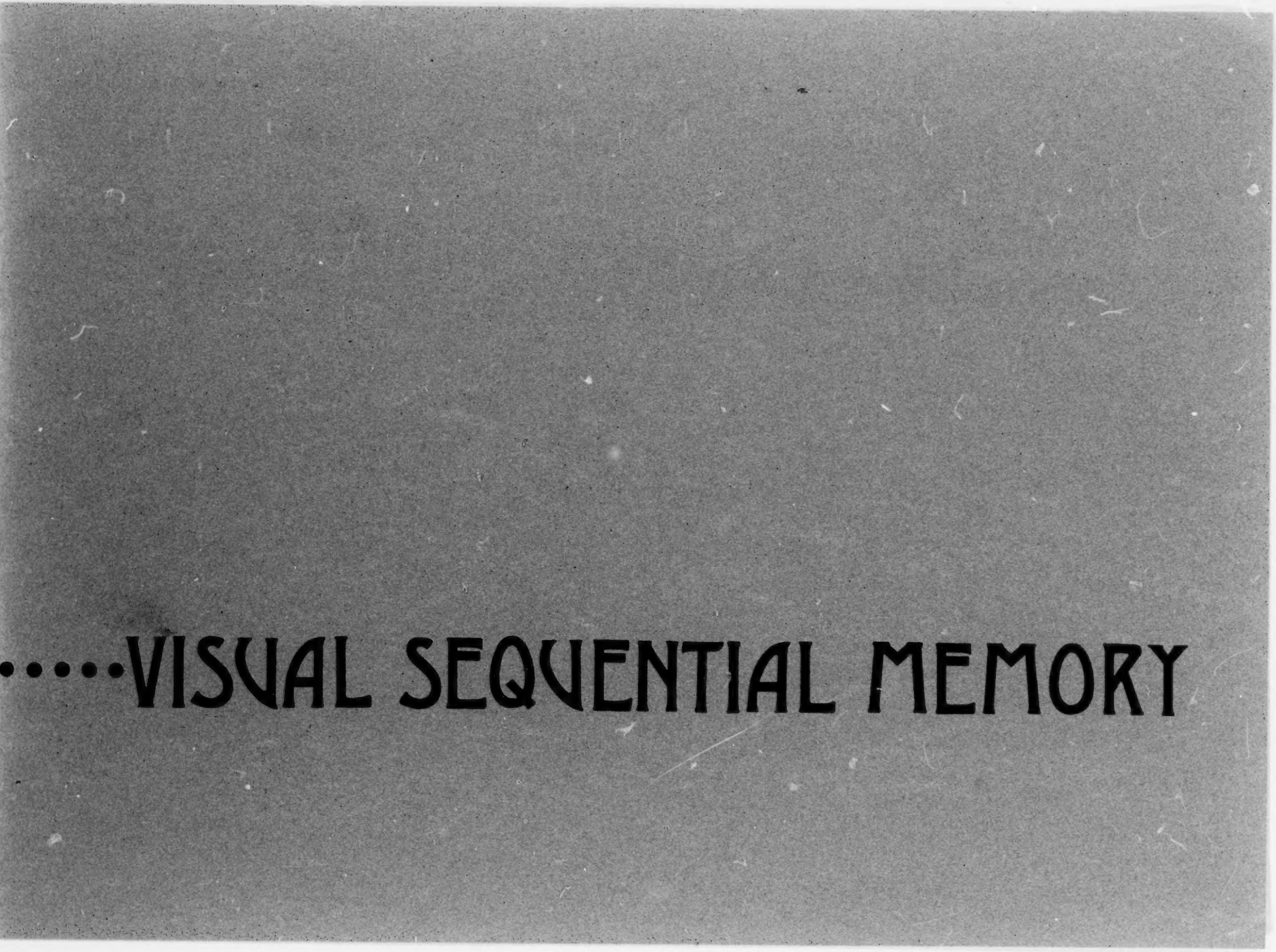
Examples of two rows in such a worksheet are:

1. Mark Ga

   Mg Ge Pd Ga Sb

2. Mark Sb

   Sb Sn Sr Cs Es


•••••VISUAL SEQUENTIAL MEMORY

Visual Sequential Memory

LESSON 1 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to tell about picture relationships with other pictures by using sequential terms; such as first, next, then second, in the middle, last and so on with 100% accuracy.

MATERIALS

Pictures--from the teacher's picture file or from commercially prepared language kits

ACTIVITY

Place the pictures in a row. The children are to tell about their relationships to the other pictures.

The subject of the pictures is not vital. The following are used as an example: mouse, dog, cow.

1. Give an example. Place the pictures in this order--mouse, dog, cow. Then say, *The mouse is at the beginning, then the dog, then the cow. Another way to talk about the order is to say that the mouse is first, the dog is second and the cow is third. You could also say that the cow is at the end of the row or is the last picture in the row.*

2. Change the order of the pictures--cow, dog, mouse. The children are to tell about the order.

3. Give partial sentences to complete:
   a. The cow is _____.
   b. The dog is _____.
   c. The mouse is _____.

4. Change the order of the pictures to mouse, cow, dog. Then, tell the children to close their eyes and ask:
   a. Which animal is second?
   b. Which animal is first?
   c. Which animal is third?
   d. Which animal is at the beginning?
   e. Which animal is last?

LESSON 2 *READINESS*

INSTRUCTIONAL OBJECTIVE

A child is to copy a sequence of motor activities that he saw. After the teacher has shown the motor sequence, the child is to imitate what he saw the teacher do with 95% accuracy.

ACTIVITY

Perform a sequence of movements. Choose a child to imitate the same sequence. Some sequences could be:

1. Touch the window 2 times, open the window.
2. Bounce a ball once, pick up a book, take it to your desk, sit down.
3. Hold up a pencil, put it down, hold up a magic marker, put it down, hold up an eraser, put it down.
4. Walk 2 steps, jump 2 steps, hop 2 steps

5. Take a pencil to the pencil sharpener, put the pencil in the pencil sharpener, take the pencil out of the sharpener, sharpen the pencil, walk to your desk, sit down.

Continue with sequences such as these until everyone has had a chance to imitate your actions. Begin with simple sequences and proceed to more difficult ones as the children become more skillful in imitating motor actions.

After the children understand the kinds of motor actions needed in the initial demonstration, they may be used to act out the sequences and choose another child to imitate them.

LESSON 3 *READINESS*

INSTRUCTIONAL OBJECTIVE

A child is to tell a sequence of motor activities he saw being performed. After the teacher has shown the motor sequence, the child is to say what he saw with 95% accuracy.

ACTIVITY

Perform a sequence of motor activities. Choose a child to report what he saw to the rest of the class. Sample sequences are:

1. Walk to the door and open it.
2. Hop two steps, walk one step, hop two steps.
3. Stand up, put your hand on your head, sit down.
4. Turn around two times, sit down, stand up.
5. Go to Mary's desk, open it, take a pencil from the desk, close the desk.
6. Open the window, walk to the pencil sharpener.

Continue with similar sequences until each child has had a chance to retell what he saw you do. Sequences should be short at first, but can become more complex as the children become more skillful in telling the sequences correctly.

LESSON 4 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children are to be able to reproduce sequences of objects or plastic color chips they have seen. After the teacher has shown the sequence, the child is to turn his back while the sequence is rearranged, and then duplicate the original sequence with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

Plastic tokens or chips
Many small objects
Box in which to store the objects
Table

ACTIVITY

Arrange the objects. Choose a child. Have him turn his back and change the sequence of the objects. Tell him to turn around and put them back in the order they were in originally.

Begin with simple sequences and move to more complex ones as the children become more skillful at duplicating the order of the objects.

Some sample sequences are:

1. cup, paper clip
2. softball, rubber ball, ping-pong
3. red, blue, green
4. orange, blue, red

Continue with sequences such as these until everyone has had a chance to reproduce a sequence of objects.

LESSON 5 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children are to look at a sequence of color chips or small objects. After the teacher has removed the original sequence, the children are to duplicate that sequence with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

Plastic tokens
Small objects
Small object storage box

ACTIVITY

Show the children a sequence, then put it aside so none of them can see it. Tell the children to duplicate that same sequence.

Some sample sequences are:

1. ball, pencil
2. pen, typing eraser, pencil
3. green, blue, green, blue
4. purple, green, blue

Continue with such sequences. Begin with simple sequences and progress to longer ones as the children become more skillful in duplicating the color orders.

LESSON 6 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to sequence pictures. After the teacher has shown the order of the pictures and rearranged them, the children are to duplicate the original sequence with 95-100% accuracy, depending on the length of the sequence.

MATERIALS

Pictures--from the teacher's picture file or from a commercially prepared language kit

ACTIVITY

Arrange a series of pictures. Change the order of the pictures. Pick a child to duplicate the original sequence of the pictures.

Begin with short sequences and proceed to longer ones as the children become more adept at arranging the order of the pictures. Some sample sequences are:

1. cow, horse
2. pig, horse, cow, dog
3. cow, horse, duck, dog

LESSON 7 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children are to look at a bead pattern and reproduce that same sequence after the model has been taken away. After the teacher has removed the model, the children are to make the same pattern on their string with 95-100% accuracy, depending on the complexity of the sequence.

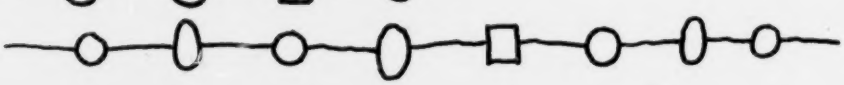
MATERIALS

Beads
Stringing material

ACTIVITY

Show the children a bead pattern. Remove it and tell them to make the same sequence on their strings. Begin with simple sequences and proceed to more difficult ones.

Two sample sequences are:

1.
2. 

LESSON 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

After the teacher has shown the original form pattern, a child is chosen to turn his back, wait until the shape pictures are rearranged and then is to put the shape pictures in the original sequence with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

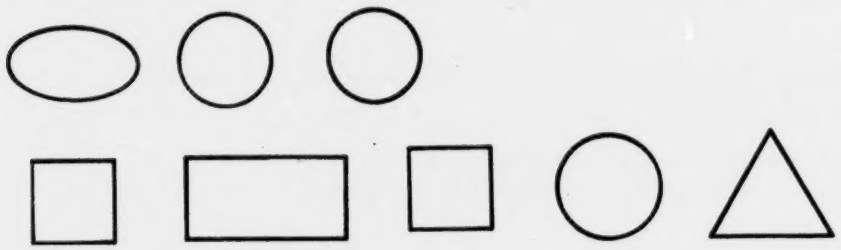
Drawings of the basic forms done on heavy construction paper
Table

ACTIVITY

Choose a child to look at the sequence of basic form drawings. Tell him to turn his back and then rearrange the order of the shapes. Tell him to turn around and place the pictures in the same order again.

Begin with simple sequences and progress to more difficult ones as the children become more proficient at arranging sequences of shapes.

Two sample sequences are:



LESSON 9 *READINESS*

INSTRUCTIONAL OBJECTIVE

After the teacher has shown the original sequence and removed it, the children are to draw the same basic form sequence with 90-100% accuracy, depending on the complexity of the sequence and the mastery of basic form drawing by the individual children.

MATERIALS

Tagboard strips on which sequences of basic shapes have been drawn
Paper
Pencils

ACTIVITY

Hold up a sequence strip that the children are to draw. Place it aside and tell the children to draw the same sequence.

Begin with short sequences and progress to longer ones as the children become more skillful at drawing sequences of shapes. Make the exposure time of the original sequence shorter the children become more skillful also.

Two sample sequences are:

LESSON 10 *READINESS*

INSTRUCTIONAL OBJECTIVE

The children will be able to play tunes by matching colored keys and color-cued song pages. After the teacher has given directions, the children are to match the colors with 90% accuracy.

MATERIALS

Toy organ or piano with colored keys
Color coded song pages

ACTIVITY

Tell the children that they are going to play a tune by matching the colors on their keyboard with the colors on their song pages. (Demonstrate) Have the children take turns using the instrument.

LESSON 11 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

After the teacher has shown a child a series of letters and then removed them, the child will name the letters he saw in the same sequential order with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

Printed alphabet cards

ACTIVITY

Show a child a sequence of letter cards. Cover the cards and tell him to name the letters in the correct sequence. Begin with short sequences and proceed to more difficult ones as the children become more skillful in remembering and saying letter sequences.

Two sample sequences are:

1. a c v b

2. t y u i

LESSON 12 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

After the children have seen the original sequence, it is removed by the teacher. The children are to arrange their letter cards in the same sequence with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

Alphabet cards--enough for a complete set for each child
Tagboard strips prin ed with letter sequences

ACTIVITY

Show the children a sequence of letters. Turn it down and tell the children to arrange their letter cards in the same order.

As the children become more skillful at arranging the cards in the correct sequences, make this activity more difficult by making the sequences longer and shortening the exposure time of the sequences.

Some sample sequences are:

1. e r t

2. y i p

LESSON 13 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to arrange their letter cards in alphabetical order. After the teacher has distributed the cards, the children are to arrange the letters in the manner indicated with 100% accuracy.

MATERIALS

Alphabet cards--a set for each child

ACTIVITY

Distribute the cards. Indicate that the children are to do one or more of the following:

1. Arrange the letters from a to z.
2. Arrange the letters from m to z.
3. Arrange the letters from g to q.
4. Arrange the letters from l to u.

LESSON 14 *ACADEMIC*

The children will be able to look at a series of letters arranged in random sequence and then write that series from memory. After the teacher has turned the sequence strip down, the children are to write it with 90-100% accuracy, depending on the complexity of the sequence.

INSTRUCTIONAL OBJECTIVE

Tagboard strips printed with letter sequences
Paper
Pencils

MATERIALS

Show the children a series of letters. Turn the tagboard strip face down and tell the children to make that same sequence on their paper.

ACTIVITY

Vary this activity by making the number of letters in the sequence longer and shortening the exposure time of the original sequence.

Some sample sequences are:

1. a m c

2. r r t

3. u o p i

LESSON 15 *ACADEMIC*

The children will be able to print or write letters in alphabetical order. After the teacher has given the directions, the children are to follow those directions with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Lined paper
Pencils

MATERIALS

Distribute the supplies. Tell the children to do one or more of the following:

ACTIVITY

1. Write the entire alphabet in upper case letters.

2. Print the alphabet from a t r.

3. Make the whole alphabet in all four forms--upper case printing, then lower case printing, then upper case cursive, then lower case cursive. (A a *A a*).

LESSON 16 *ACADEMIC*

The children are to be able to circle the letter that comes before other letters in the alphabet. After the teacher has distributed the worksheets, the children are to circle the letter in each row that would be first in the alphabet with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

MATERIALS

Teacher-made
Pencils

ACTIVITY

Distribute the worksheets. Tell the children that they are to circle the letter in each group that would be first in the alphabet. Samples of two rows in such a worksheet as:

1. m r b c g

2. a f o e d

LESSON 17 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to fill in letters that come directly before or directly after letters in the alphabet. After the teacher has distributed the worksheets, the children are to fill in the correct letters with 95% accuracy.

MATERIALS

Teacher-made worksheets
Pencil

ACTIVITY

Distribute the worksheets. Tell the children to fill in the blank lines by writing in the letter that comes just before the letter or just after the letter given. Two samples from such a worksheet are:

m ____ a ____

LESSON 18 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to choose a letter from a group of letters that is out of sequence and circle it. After the teacher has distributed the worksheets, the children are to choose the letter that is in the wrong place with 95% accuracy.

MATERIALS

Teacher-made worksheet
Pencils

ACTIVITY

Distribute the worksheets. Tell the children that they are to find the letter that is in the wrong place in each row and circle it.

Two sample sequences are:

1. a, b, c, f, d, e, f

2. q, r, u, s, t

LESSON 19 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to choose words that have a particular letter in a particular position within that word from a group of other words. After the teacher has shown the letter and its position within the word, the children are to circle the words having that letter in that position with 95% accuracy.

MATERIALS

Chalkboard
Chalk
Teacher-made worksheets
Pencils
Pull-down screen or large piece of cardboard

ACTIVITY

Tell the children to turn their worksheets down so they can not see the possible answers. Then make three dashes on the chalkboard to indicate beginning, middle and final positions. (___ ___ ___)

For each row, make a particular letter on a dash to indicate the specific letter and its position within each word that the children are to look for. Cover the letter and tell the children to turn their worksheets over and circle all the words in the first row that have that letter in that position. After everyone has marked their worksheets, uncover the letter on the chalkboard and let the children check themselves.

The letters and the positions for three such rows are:

1. ___ ___ b

   bear cub bubble tab able

2. ___ a ___

   man ant map mob attic

3. m ___ ___

   am sam mint mother them

LESSON 20 *ACADEMIC*

INSTRUCTIONAL MATERIALS

After the teacher has shown a word and covered it, the children are to turn their worksheets over and mark that word with 100% accuracy.

Chalkboard
Chalk
Teacher-made worksheet
Pencils

ACTIVITY

Print a word on the board while the children have their eyes closed. Tell them to open their eyes, look at the board, give you time to erase it and then turn their worksheet over and mark the same word on their worksheet.

The words that the children are to mark in two such rows are:

1. then
   them thee theu then
2. this
   this tihs thes thise

LESSON 21 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

After the teacher has said the word, tne children are to circle the correctly spelled word with 95% accuracy.

MATERIALS

Teacher-made worksheets
Pencils

ACTIVITY

Distribute the worksheets. Tell the children to listen to the word you say and then circle that word, choosing from the four words that are offered.

The words that are to be circled in two such sample rows are:

1. thus

the	these
this	thus

2. bill

ball	bell
bill	bull

LESSON 22 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to spell words aloud on a short-term memory basis after they have practiced the words using the overhead projector, the Language Master or flashcards. After the teacher has allowed practice time, the children are to spell the words with 100% accuracy.

MATERIALS

Overhead projector
Teacher-made individual word transparencies
Language Master
Language Master cards for each word, printed with the word and recorded with the letters in the word and the word. The child would hear *ball,* b-a-l-l.
Individual flashcards for each word

Choose the method desired for that period. Then follow the procedure below:

ACTIVITY

1. Work on each word individually. Have the children look at the word. Say the word several times. Then, spell the word several times (t-h-a-t, t-h-a-t, t-h-a-t, t-h-a-t) before going on to the next one.

2. Check immediately for recall. Mix up the order of the words and have the children spell each word without the help of the visual cue. (*Mary, how do you spell* that?)

3. Provide additional practice for those who need it.

4. Repeat this lesson many times with many different words.

LESSON 23 *ACADEMIC*

The children will be able to spell words aloud on a long-term memory basis that have been practiced in the past on the overhead, on the Language Master or on flashcards. After the teacher has pronounced a word, a child is to spell it aloud with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

List of words previously practiced

MATERIALS

Tell the children to try to remember what each of the words you are asking about looked like. Then, have the children take turns spelling a word that is pronounced. Say, *Jane, how do you spell* mother?

ACTIVITY

This activity can be conducted as an old-time spelling bee. If a child misses, he is to sit down. The winner is the person left standing at the end of the game.

Vary this activity in terms of long-memory recall by extending the time between practice and spelling sessions.

LESSON 24 *ACADEMIC*

The children will be able to print or write their spelling words on either a short-term or long-term memory basis. After the teacher has pronounced the word, the children are to write it with 95-100% accuracy, depending on the length of time between practice and testing and the complexity of the word.

INSTRUCTIONAL OBJECTIVE

List of words previously practiced
Lined paper
Pencils

MATERIALS

Pronounce a word. Have the children print or write it depending on their individual skills level. For a short-term memory check, provide practice just before taking the test. To check long-term recall, extend the time between practice and testing.

ACTIVITY

If the children miss a word in either case, provide instant practice on the Language Master, on the overhead, on flashcards or in writing practice.

LESSON 25 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to play Shake-n-Spell. After the teacher has given the directions, the children are to race to see who can build the most words before time is up.

MATERIALS

Shake-n-Spell games
Paper for score keeping
Pencils

ACTIVITY

Divide the children into pairs. Have each pair race to see which one can get the most total points.

The children place the letter cubes in the shaker, shake them and roll the cubes out on the table. The sand timer is turned over. The children build as many words as possible with the letters turned up before the sand runs out. The winner in each twosome is the child who gets the most points in his turn.

If the same children are always winners, play a round robin in reverse and eliminate the winners each time. Then pair up the remaining children so the slower players will also have a chance to win sometimes.

LESSON 26 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to match phrases shown by the teacher to those on worksheets. After the teacher has shown the phrase and then put it aside, the children are to turn their worksheets over and mark that phrase with 95% accuracy.

MATERIALS

Strips of tagboard printed with individual phrases
Teacher-made worksheet
Pencils

ACTIVITY

Tell the children they are to underline the same phrase on their worksheet that you show them. Hold up a tagboard strip so every one can see it, put it aside and tell the children to turn their worksheets over and mark that same phrase.

The phrases that are to be marked in two sample rows are:

1. to the house

   at the house to the house on the horse to the horse

2. over the wall

   over at the house over the table over the wall

LESSON 27 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to be able to copy short phrases from memory after they have seen a model. After the teacher has shown them a phrase, the children are to write it from memory with 90% accuracy.

MATERIALS

Tagboard strips printed with short phrases
Lined paper
Pencils

ACTIVITY

Show the children a phrase strip. Vary the length of exposure according to the complexity of the phrase. Put the strip down and tell the children to write the phrase.

Two sample phrases are:

1. in the house

2. at the movies

LESSON 28 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to put a group of words into a logical sentence. After the teacher has printed the words that are to be used in random fashion on the board, the children are to use all the words and write them in a logical order with 95% accuracy.

MATERIALS

Chalkboard
Chalk
Lined paper
Pencils

ACTIVITY

Print the words that are to be used on the chalkboard in a random manner. Tell the children to arrange the words into a logical sentence and write that sentence on their paper. They are to use every word in the final sentence. Explain that sometimes there can be more than one way to write the words and get a good sentence.

Write the words for the first sentence like this:

here come

The students are to write *Come here.* If they understand capitalization and punctuation, they should be required to use these skills in the proper places.

Other sentences are:

1. This is funny.

2. Sally has a fat dog.

LESSON 29 *ACADEMIC*

The children are to put two words together to make a compound word. After the teacher has demonstrated this activity, the children are to write compound words with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

Chalkboard
Chalk
Lined paper
Pencils

MATERIALS

Provide a demonstration. Write *cow* on the board. Write *boy* on the board. Ask for someone to put these two words together to make one word. Then, have a child come to the board and write the whole word, *cowboy*.

ACTIVITY

Distribute the papers. Tell the children that they are to look at the words you write on the board and then they are to make one word from them and write that word on their paper.

Write the following word pairs:

1. ever which
2. some how
3. man milk
4. where any

LESSON 30 *ACADEMIC*

The children will be able to place the names of the months or the days of the week in the correct sequential order. After the teacher has distributed the cards, one child is to arrange the children holding the cards in the correct order with 100% accuracy.

INSTRUCTIONAL OBJECTIVE

Strips of tagboard printed with the names of the months
Strips of tagboard printed with the names of the days

MATERIALS

Distribute the cards. Select one child to tell the card holders where to stand so that the names will be in the correct sequence.

ACTIVITY

LESSON 31 *ACADEMIC*

The children are to say numbers in a definite sequence after they have seen the pattern. After the teacher has shown a child the sequence and put it aside, the child is to say that sequence with 95-100% accuracy, depending on the complexity of the sequence.

INSTRUCTIONAL OBJECTIVE

Tagboard strip printed with number sequences

MATERIALS

ACTIVITY

Show a child a sequence of numbers. Turn the card down and tell the child to say the numbers in the same order that he saw them. Begin with short sequences and proceed to more difficult ones as the children develop skill in saying the sequences.

Two sample sequences are:

1. 3, 7, 9

2. 4, 9, 0, 3

LESSON 32 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to look at a series of numbers and then arrange their cards in that order from memory. After the teacher has turned the sequence down, the children are to arrange their number cards in that same order with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

Number cards, a set for each child
Chalkboard
Chalk
Pull-down screen or large piece of cardboard

ACTIVITY

Make the desired sequence of numbers on the chalkboard. Cover the numbers with the screen or cardboard. Tell the children to arrange their number cards in the same order. Begin with short sequences and proceed to more difficult ones as the children develop skill in sequencing numbers.

Two sample sequences are:

1. 4, 7, 9

2. 2, 5, 6

LESSON 33 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to write a series of numbers on paper in a definite sequence. After the teacher has covered the sequence, the children are to write that same series with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

Chalkboard
Chalk
Pull-down screen or large piece of cardboard
Lined paper
Pencils

ACTIVITY

Write a sequence of numbers on the chalkboard. Cover the numbers and tell the children to write that same series on their paper. Begin with short sequences and progress to longer ones as the children become adept at writing number sequences.

Two sample sequences are:

1. 4, 7

2. 8, 0, 3

LESSON 34 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to follow the teacher's directions for writing a specific sequence of numbers that are in the correct counting order. After the teacher has given the directions, the children are to write those numbers with 95% accuracy.

MATERIALS

Lined paper
Pencils

ACTIVITY

Tell the children to write one or more of the following number sequences:

1. 1 to 10
2. 7 to 40
3. 6 to 29
4. 1 to 100
5. 50 to 75
6. 100 to 200
7. 1000 to 1050
8. 400 to 500

LESSON 35 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to fill in before or after number worksheets. After the teacher has distributed the worksheets, the children are to fill in the blank lines with 95% accuracy.

MATERIALS

Teacher-made worksheets
Pencils

ACTIVITY

Distribute the worksheets. Tell the children to fill in the line with either the number that comes before or after the number that is given.

Some sample problems could be:

1. ____3
2. 7____
3. 88___
4. ____100

LESSON 36 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to circle a number that does not belong in a written multiple counting sequence. After the teacher has distributed the worksheets, the children are to circle the number that is in the wrong place with 95% accuracy.

MATERIALS

Teacher-made worksheet
Pencils

ACTIVITY

Distribute the worksheets. Tell the children that they are to choose the number that is in the wrong place and draw a circle around it.

Sample sequences could be:

1. 2, 4, 6, 7, 8, 10

2. 1, 2, 3, 4, 5, 6, 7, 8, 10

3. 15, 25, 35, 45, 49, 55, 65, 75

LESSON 37 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children will be able to do follow-the-letter or number sheets. After the teacher has distributed the sheets, the children are to draw the desired picture by following the correct sequence with 100% accuracy.

MATERIALS

Coloring book follow-the-numbers or letters pages
Pencils

ACTIVITY

Distribute the pages. Tell the children to finish the picture by connecting the dots in the correct alphabetical or numerical order.

LESSON 38 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to look at a sequence of Roman numerals and then either arrange them in the same sequence or write them in the same sequence. After the teacher has shown the original pattern and given directions as to how the children are to duplicate the pattern, the children are to duplicate the pattern with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

Chalkboard
Chalk
Pull-down screen or large piece of cardboard
Roman numeral flashcards--a set for each child
Lined paper
Pencils

ACTIVITY

Write a Roman numeral sequence on the chalkboard. Tell the children the way in which they are to duplicate the sequence, either by arranging their cards in

that order or by writing the Roman numerals in that order. Then cover the sequence and tell the children to duplicate it in the manner indicated.

Two sample sequences are:

1. VI

2. IX

LESSON 39 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to look at a sequence of arithmetic symbols and then either arrange them in the same order using symbol cards or write them in the same order. After the teacher has shown the original pattern, the children are to duplicate that pattern in the manner indicated by the teacher with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

Chalkboard
Chalk
Pull-down screen or large piece of cardboard
Arithmetic symbol cards--a set for each child
Lined paper
Pencils

ACTIVITY

Write an arithmetic symbol sequence on the chalkboard. Tell the children the way in which they are to duplicate the sequence, either by arranging their cards in that order or by writing the symbols in that order. Then cover the sequence and tell the children to duplicate it.

Two sample sequences are:

1. ¢ $

2. < > + + +

LESSON 40 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

The children are to look at a sequence of punctuation marks and then either arrange them in the same order or write them in that order. After the teacher has shown the original pattern and indicated the manner in which the children are to duplicate the pattern, the children are to duplicate it with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

Chalkboard
Chalk
Pull-down screen or large piece of cardboard
Punctuation mark flashcards--a set for each child
Squared worksheets
Pencils

ACTIVITY

Write a sequence of punctuation marks on the chalkboard. Then tell the children the way in which they are to duplicate the sequence, by either arranging their flashcards in that order or by writing the same sequence. Then cover the sequence and tell the children to duplicate it.

Two sample sequences are:

1. • • ,
2. ? ? , , , ,

LESSON 41 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to proofread typed material. After the teacher has distributed the worksheets, the children are to correct the material with 90% accuracy.

MATERIALS

Teacher-typed material at **or** slightly below the children's reading level that contains spelling, capitalization and punctuation errors
Pencils

ACTIVITY

Distribute the worksheets. Tell the children to correct all the mistakes they find in spelling, capitalization and punctuation.

LESSON 42 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to match chemical formulas shown to them by the teacher with those on a worksheet. After the teacher has covered the original formula, the children are to turn their worksheets over and circle the same one with 90% accuracy.

MATERIALS

Chemistry book
Chalkboard
Chalk
Pull-down screen or large piece of cardboard
Teacher-made worksheets
Pencils

ACTIVITY

Tell the children to turn their worksheets over and close their eyes. Print a chemical formula on the chalkboard. Tell them to open their eyes and look at the formula. Cover the formula and tell them to mark the same one on their worksheets.

The formulas to be marked in two such sample rows are:

1. NH_4NO_3 / NH_4NO NH_4NO_3 NH_4No_3
2. $FeSO_4 \cdot 7H_2O$ / $FeSO_5 \cdot 7HO$ $FeSO_47H2O$ $FeSO47H_2O$ $FeSO_4 \cdot 7H_2O$

LESSON 43 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

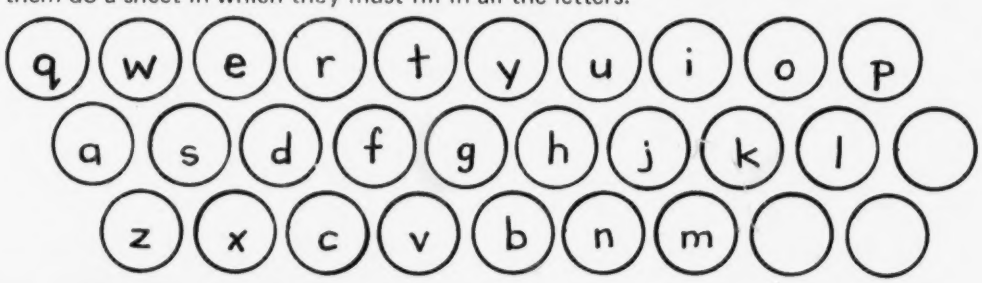
The children will be able to fill in the missing letters in typewriter rows. After the children have studied the model keyboard sheet, they are to be able to fill in letters that are missing in the correct sequence on worksheets with 90-100% accuracy depending on their experiences with the typewriter.

MATERIALS

Model sheet showing all the letters on the keyboard
Worksheets showing some blank keys
Worksheets showing all blank keys

ACTIVITY

Distribute the model sheets of the keyboard. Tell the children to study it carefully. Then tell them to put their model sheets away and fill in the missing letters. Begin with sheets in which some letters are shown and finally have them do a sheet in which they must fill in all the letters.



LESSON 44 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will match shorthand symbols shown to them by the teacher with those on a worksheet. After the teacher has covered the original, the children are to mark the same symbol on their worksheets with 90% accuracy.

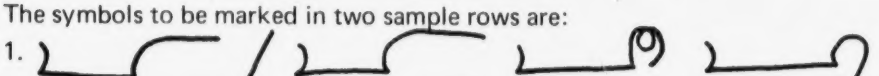
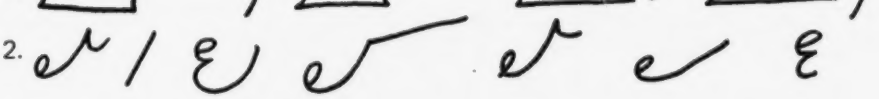
MATERIALS

Gregg Shorthand Manual
Chalkboard
Chalk
Pull-down screen or large piece of cardboard
Teacher-made worksheet
Pencils

ACTIVITY

Tell the children to turn their worksheets over and close their eyes. Then make a shorthand symbol on the board. Tell the children to open their eyes and look at the symbol. Cover it and tell the children to mark the same symbol on their worksheets. After everyone has marked, uncover the original and let the children compare their answer with the one on the chalkboard.

The symbols to be marked in two sample rows are:

1. 
2. 

LESSON 45 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to write a Morse Code message from a visual model. After the teacher has distributed the Morse Code sheets and a list of sentences to be translated into code, the children are to write the sentences in Morse Code with 95% accuracy.

MATERIALS

Morse Code sheet for each child (See Lesson 47--Visual Memory)
Sentence sheet for each child
Lined paper
Pencils

ACTIVITY

Distribute the supplies. Tell the children that they are to translate each sentence into Morse Code from the alphabet symbols.

A sample sentence is:

The dog ran.
(The children would write:

LESSON 46 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to translate a Morse Code message into words while using a visual model. After the teacher has distributed the materials, the children are to write the word message on their papers with 90% accuracy.

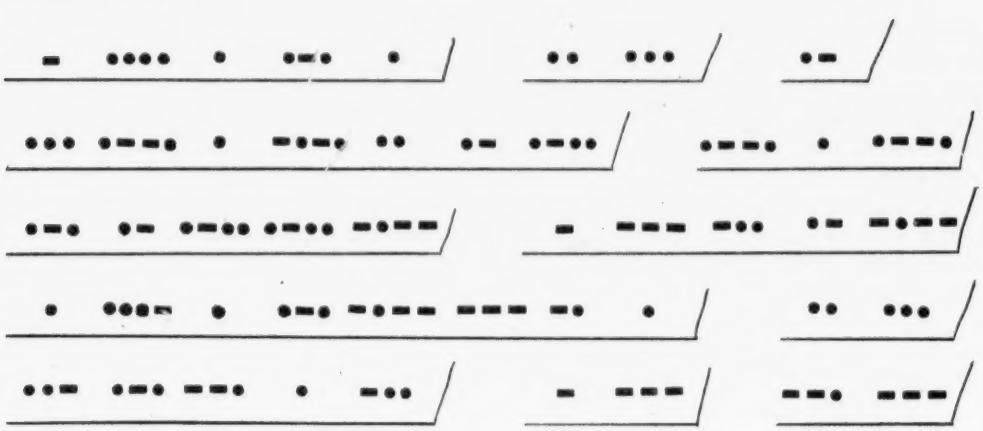
MATERIALS

Morse Code sheet for each child (See Lesson 47--Visual Memory)
Teacher-typed messages in Morse Code
Lined paper
Pencils

ACTIVITY

Distribute the materials needed. Then tell the children to translate the dot-dash message into words.

A sample message is:



LESSON 47 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children are to be able to write the Morse Code sequence for given letters. After allowing practice time, the teacher will say a letter name and the children are to make the Morse symbol for that letter with 90% accuracy.

MATERIALS

Overhead projector
Teacher-made individual Morse Code transparencies
Squared worksheets
Pencils

ACTIVITY

The children are to practice the Morse Code symbols by following this procedure:

1. Show each symbol on the overhead. Say the letter that it represents many times before going on to the next symbol.

2. Mix up the order of the transparencies and check immediately for recall. Show a symbol and tell the children to say the letter that it represents.

3. Give a final check by mixing up the order of the transparencies again and asking volunteers to say all the letters represented.

Test the children by telling them to make the Morse Code symbol for the letters desired. Say a letter name and tell the children to make its Morse symbol in a square.

LESSON 48 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children will be able to sequence state shapes. After the teacher has shown the sequence, a child is to *take the same trip* by arranging the state shapes in the same order with 95-100% accuracy, depending on the complexity of the sequence.

MATERIALS

Silhouettes of states drawn on heavy p[illegible]er

ACTIVITY

Arrange the state cards in a sequence. Mix the order of the states, hand the cards to a child and tell him to put them back in the same order.

LESSON 49 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

The children are to arrange foreign counting word cards in the correct sequential order. After the teacher has distributed the word cards, the children are to arrange them in meaning from 1 to 10 with 90% accuracy.

MATERIALS

Index cards printed with number words in:
French--un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
German--eins, zwei, drei, vier, fiinf, sechs, sieben, acht, neun, zehn
Spanish--uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez

ACTIVITY

Allow practice time for several sessions before expecting the children to be able to arrange the cards. Practice by showing each country's set and saying the words several times. After practice sessions, call on individual children to arrange the cards in the correct sequences.

.....VISUAL CLOSURE

LESSON 1 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given incomplete pictures of objects the child will be able to verbally state to the teacher what is missing in each picture with 90% accuracy.

ACTIVITY

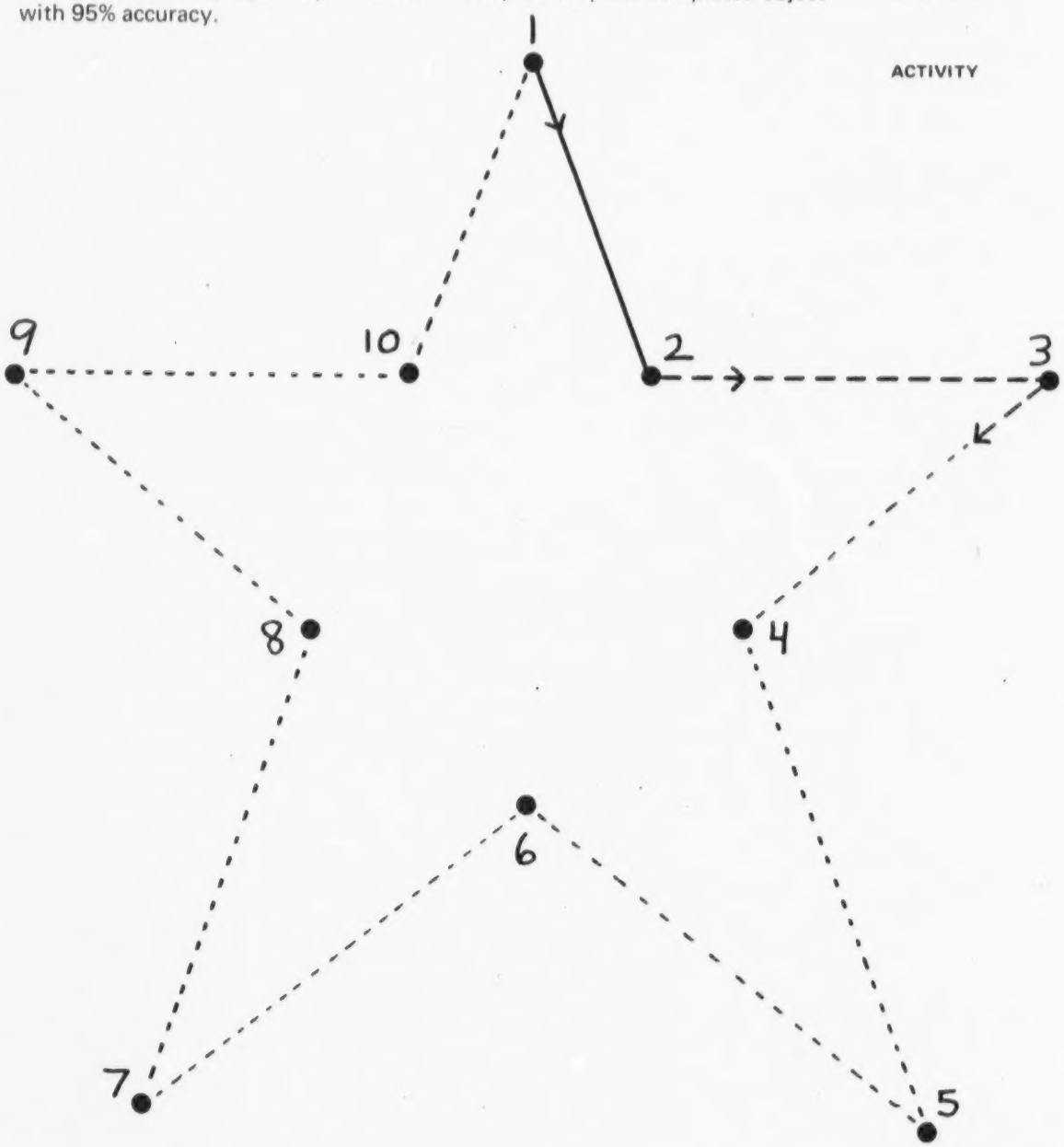
Find pictures of objects which have something missing and instruct the child to tell you what is missing in each picture. (Start a file of such pictures by mounting the pictures on 3" x 5" or 5" x 6" cards and use them from year to year.)

LESSON 2 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a dot-to-dot worksheet the child will be able to draw lines from number 1 to number 10 in proper sequence and verbally identify the completed object with 95% accuracy.

ACTIVITY



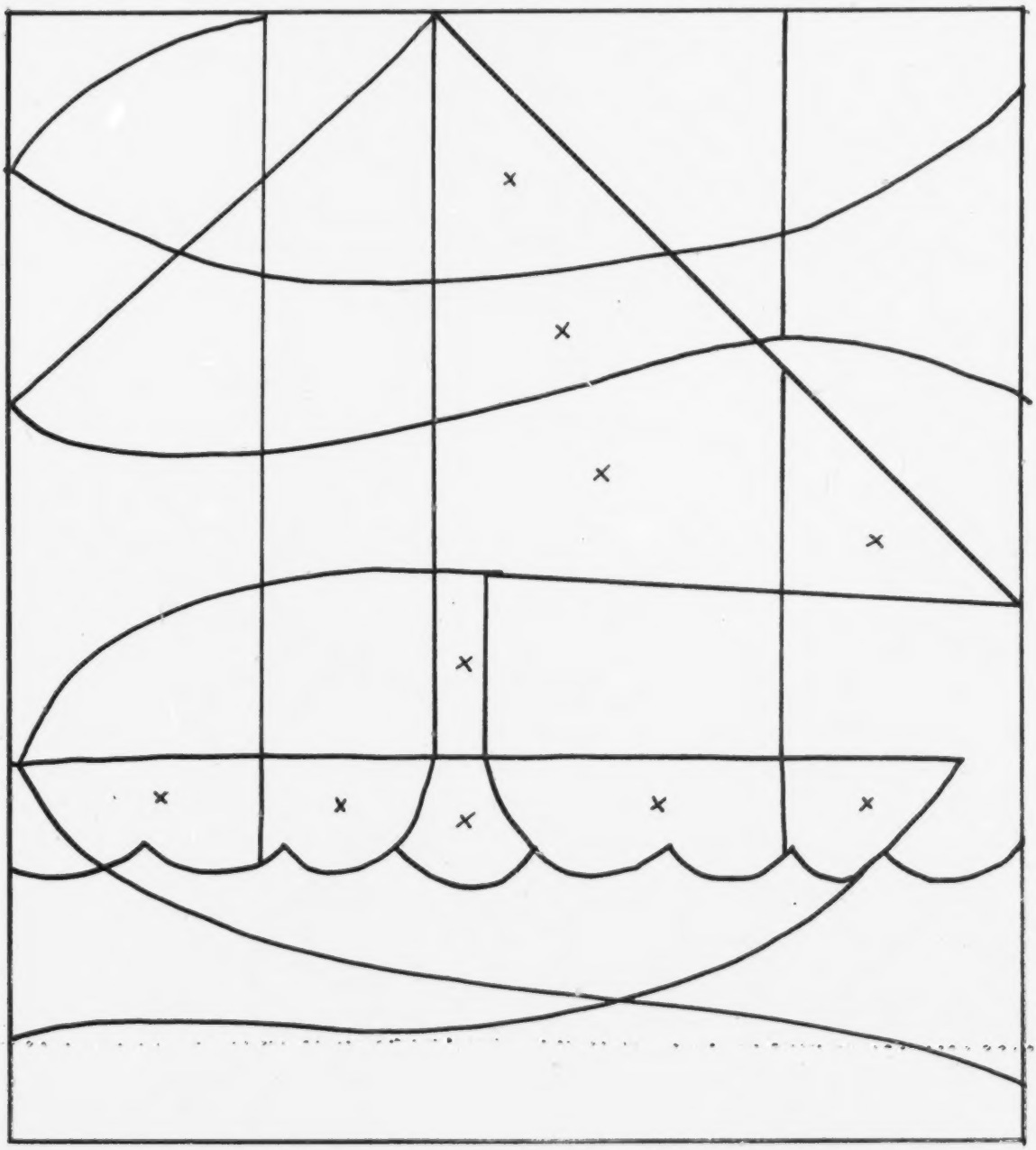
LESSON 3 *READINESS*

Given a worksheet with a hidden object contained within it the child will color in the marked areas and then verbally identify the object with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

The teacher instructs the children to color in the areas which have an X in them.

ACTIVITY

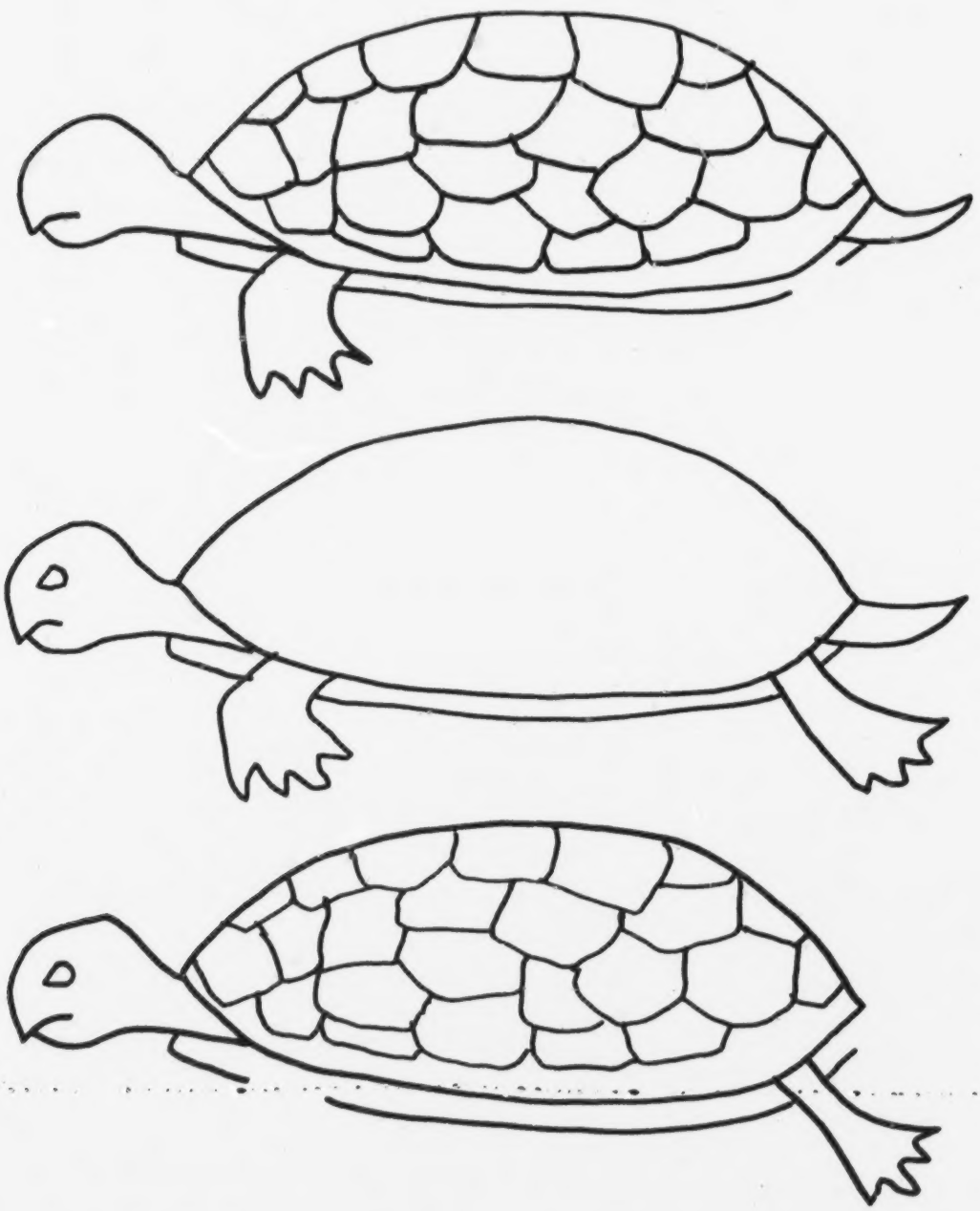


LESSON 4 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a worksheet with pictures of incomplete objects the child will draw in the missing parts and complete the objects with 98% accuracy.

ACTIVITY



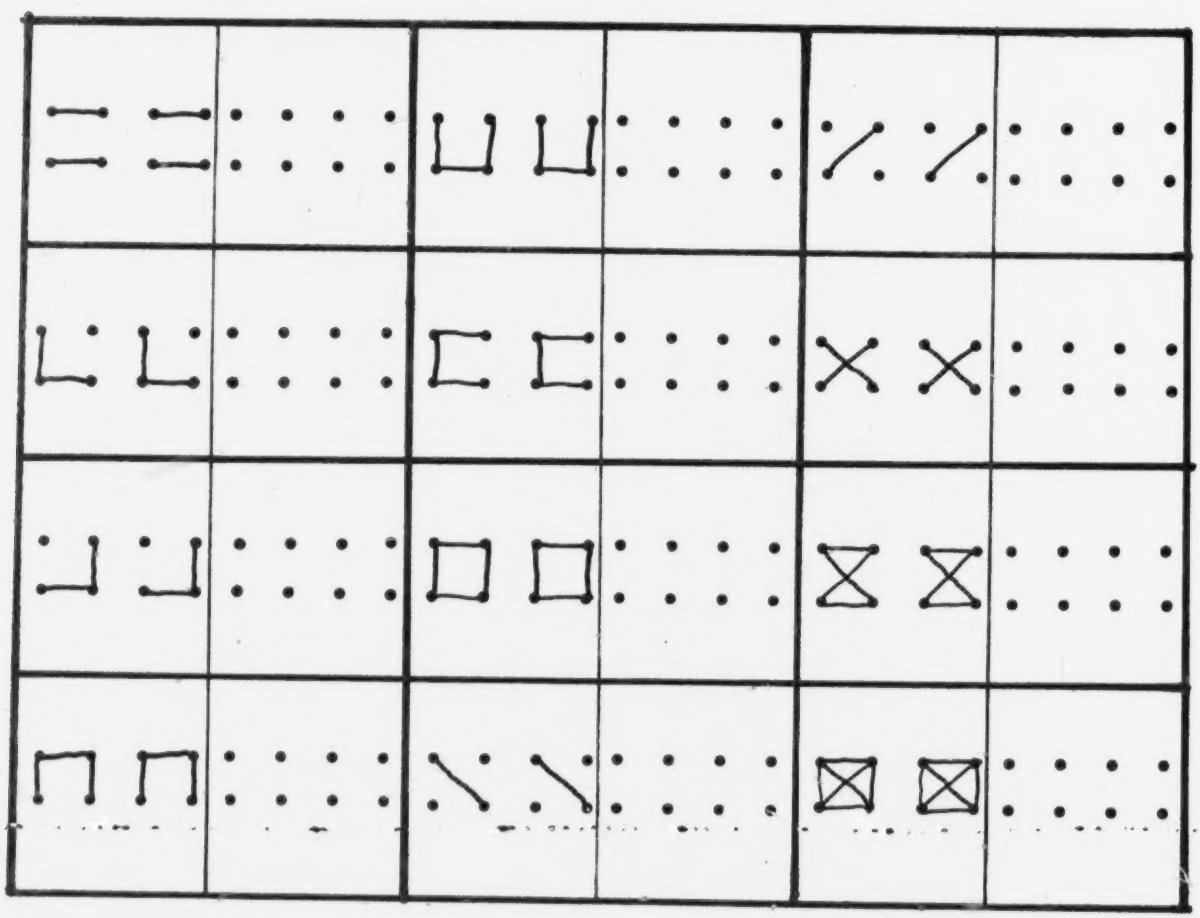
LESSON 5 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a worksheet which contains a dot-to-dot design which is complete and one where only the dots are present. The child will draw in the missing lines and connecting the dots in the same manner as shown in the completed design with 95% accuracy.

ACTIVITY

actual size



LESSON 6 *READINESS*

INSTRUCTIONAL OBJECTIVE

After the child has learned how to draw the circle, square, and triangle, give the child a worksheet where a part of each shape is missing. The child should draw in the missing parts thereby completing the design with 100% accuracy.

ACTIVITY

The teacher says, *Here is a worksheet that contains some circles, squares and triangles. Part of each shape is missing. You are to draw in the missing lines so that each shape looks like it is supposed to look.*

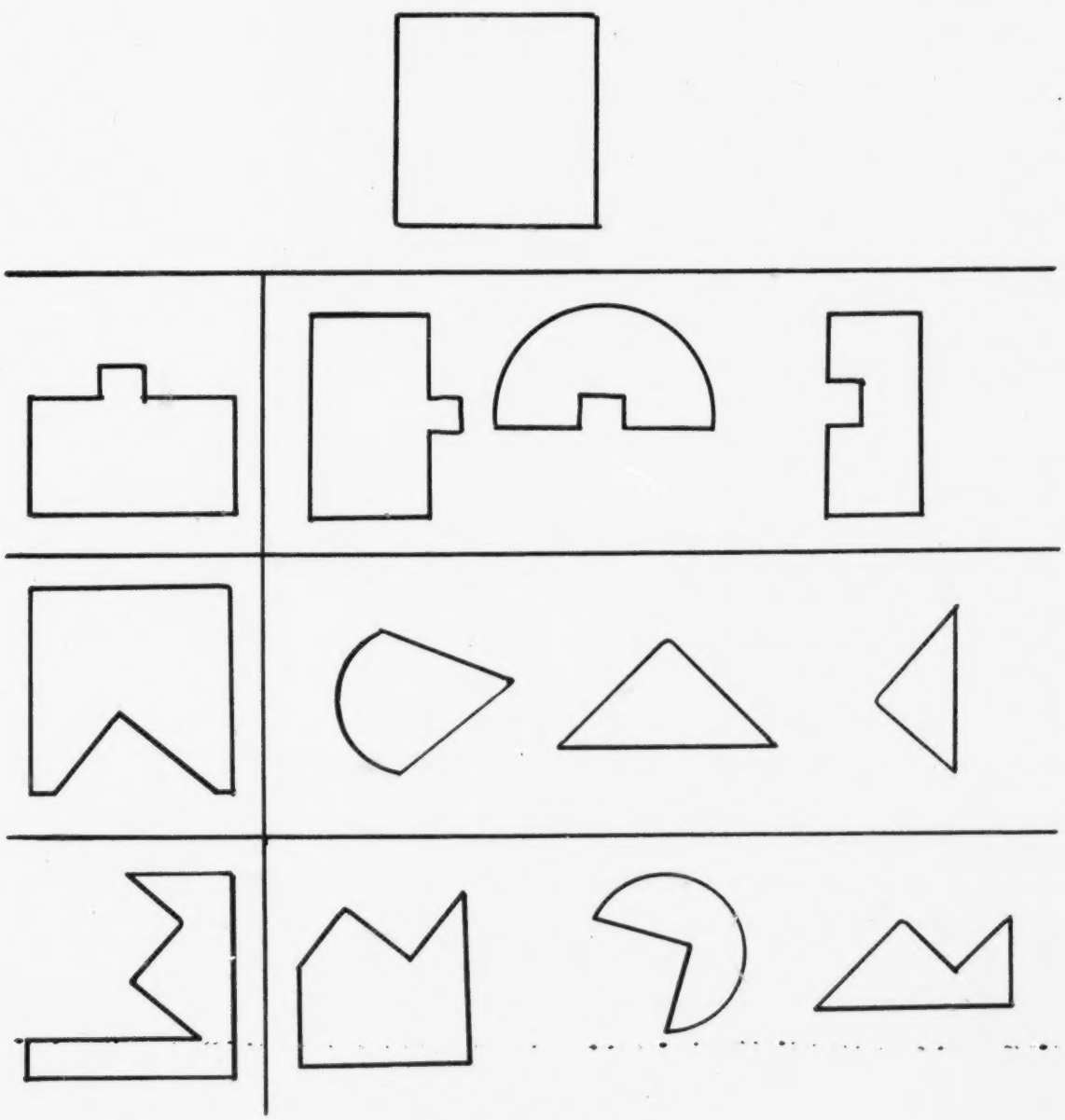
LESSON 7 *READINESS*

Given a worksheet with parts of one of the basic shapes missing the child will be able to circle the shape of piece which will fit into the empty space thereby completing the shape with 95% accuracy.

INSTRUCTIONAL OBJECTIVE

There are many commercial materials available which contain similar worksheets.

ACTIVITY



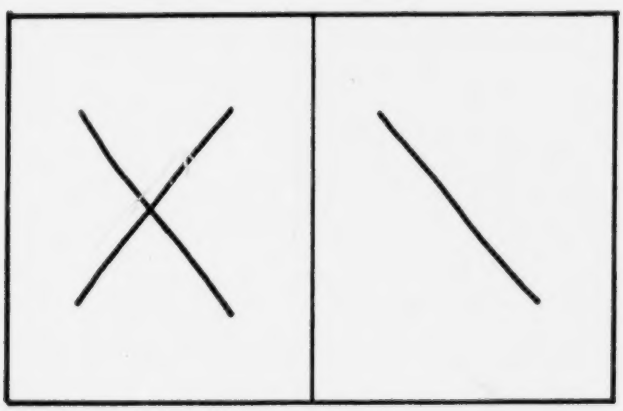
LESSON 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

After the child is able to make the letters of the alphabet give the child a worksheet where a part of each letter is missing. The child will draw the missing lines with 100% accuracy and complete the letters.

ACTIVITY

actual size



other examples

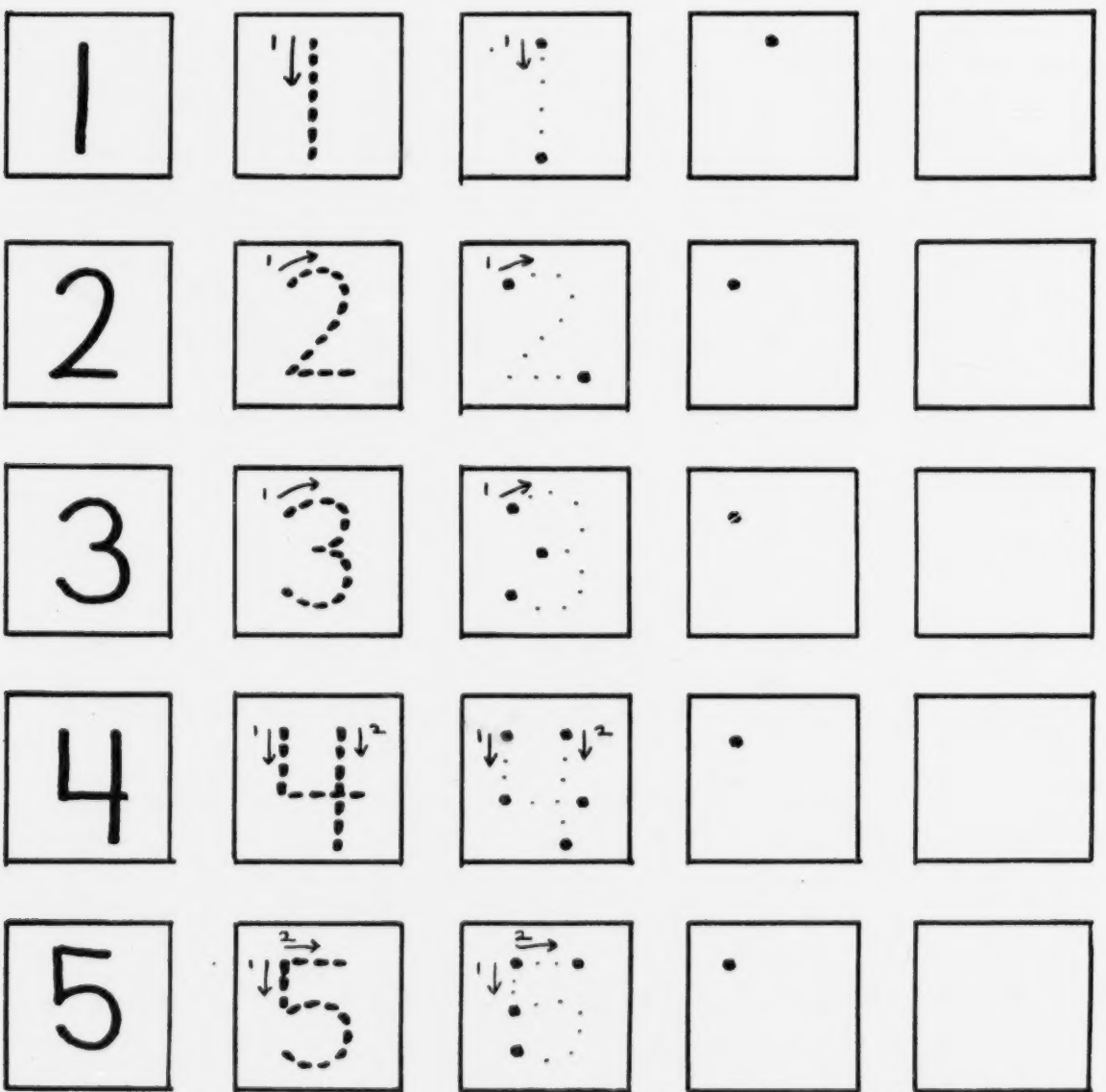
T	I	A	Λ	a	c	t	l
B	P	M	∧	g	J	h	ר
K	⟨	G	C	p	o	k	<
H	⊢	L	I	b	l	m	n
E	Γ	N	∧	d	o	z	∠
J	I	R	Я	f	–	n	ר

LESSON 9 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a worksheet with numbers 1 through 5 presented with a gradual reduction in the number of visual clues the child will write the numbers correctly with 100% accuracy before going on to another activity.

ACTIVITY

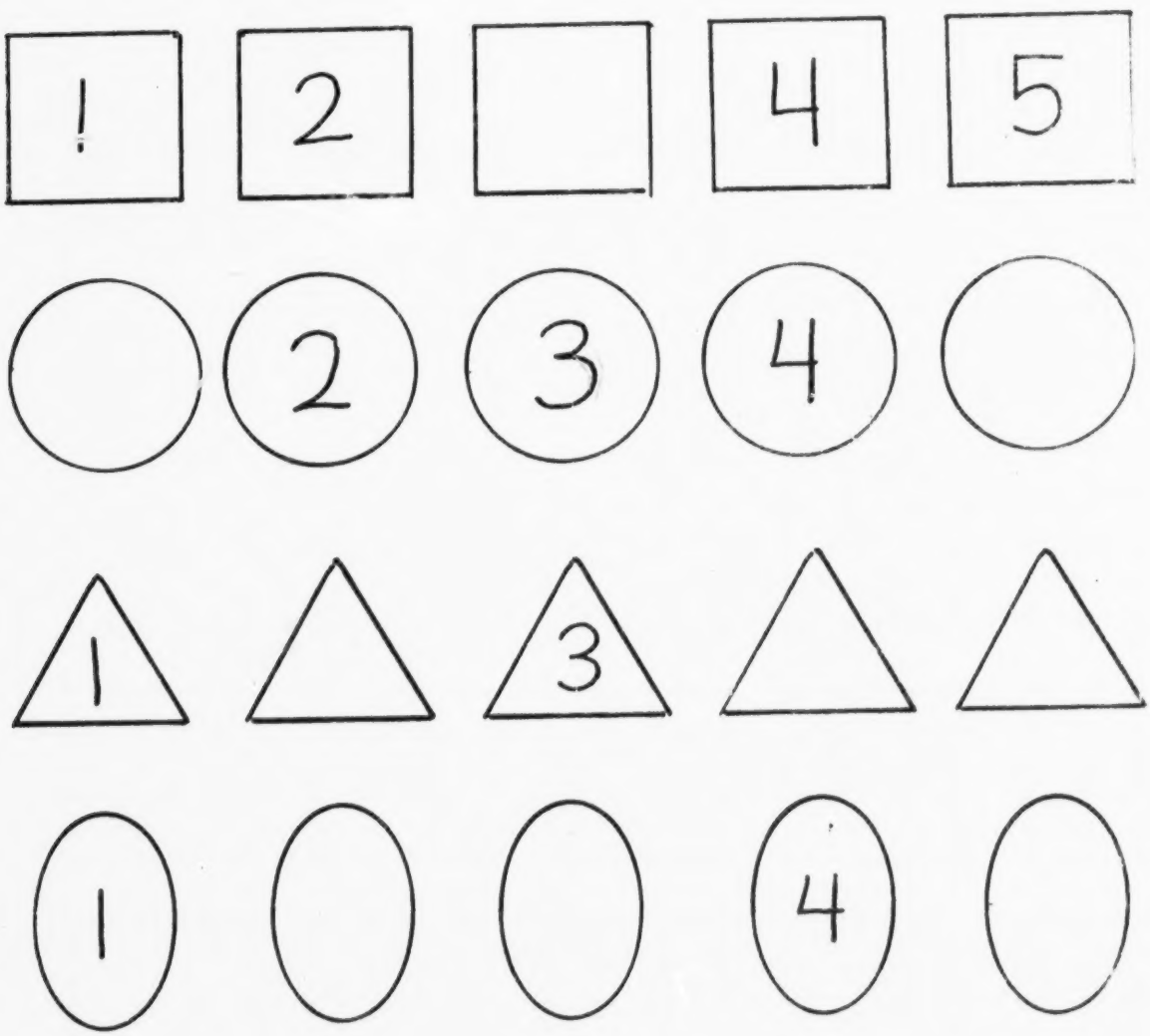


LESSON 10 *READINESS*

INSTRUCTIONAL OBJECTIVE

After the child is able to write the numbers 1 through 5 present the child with a worksheet where a number in each sequence is missing. The child will write in the missing numbers with 100% accuracy.

ACTIVITY

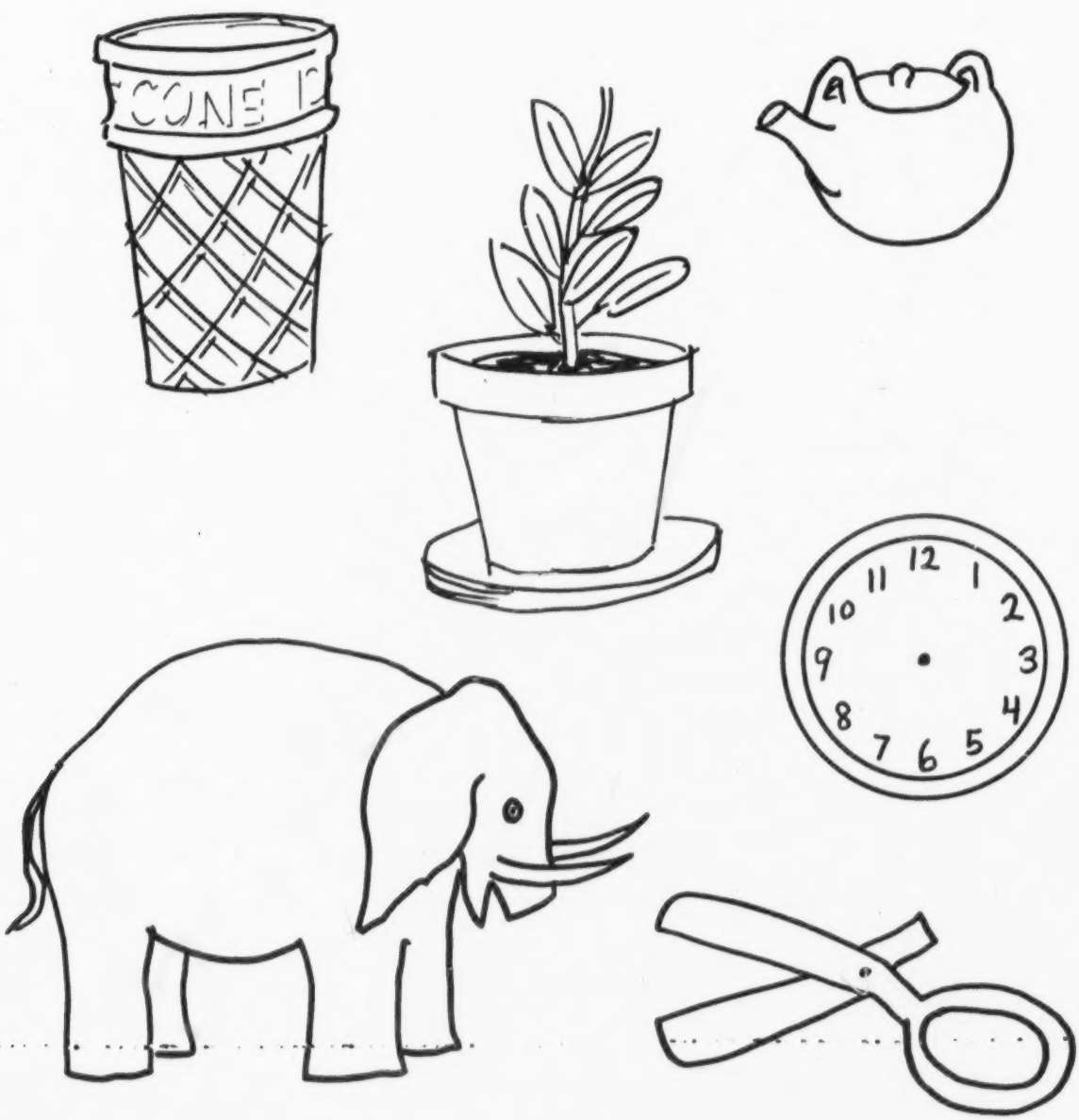


LESSON 11 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given incomplete pictures of objects the child will verbally state what is missing and draw the missing part in order to complete the picture with 95% accuracy.

ACTIVITY

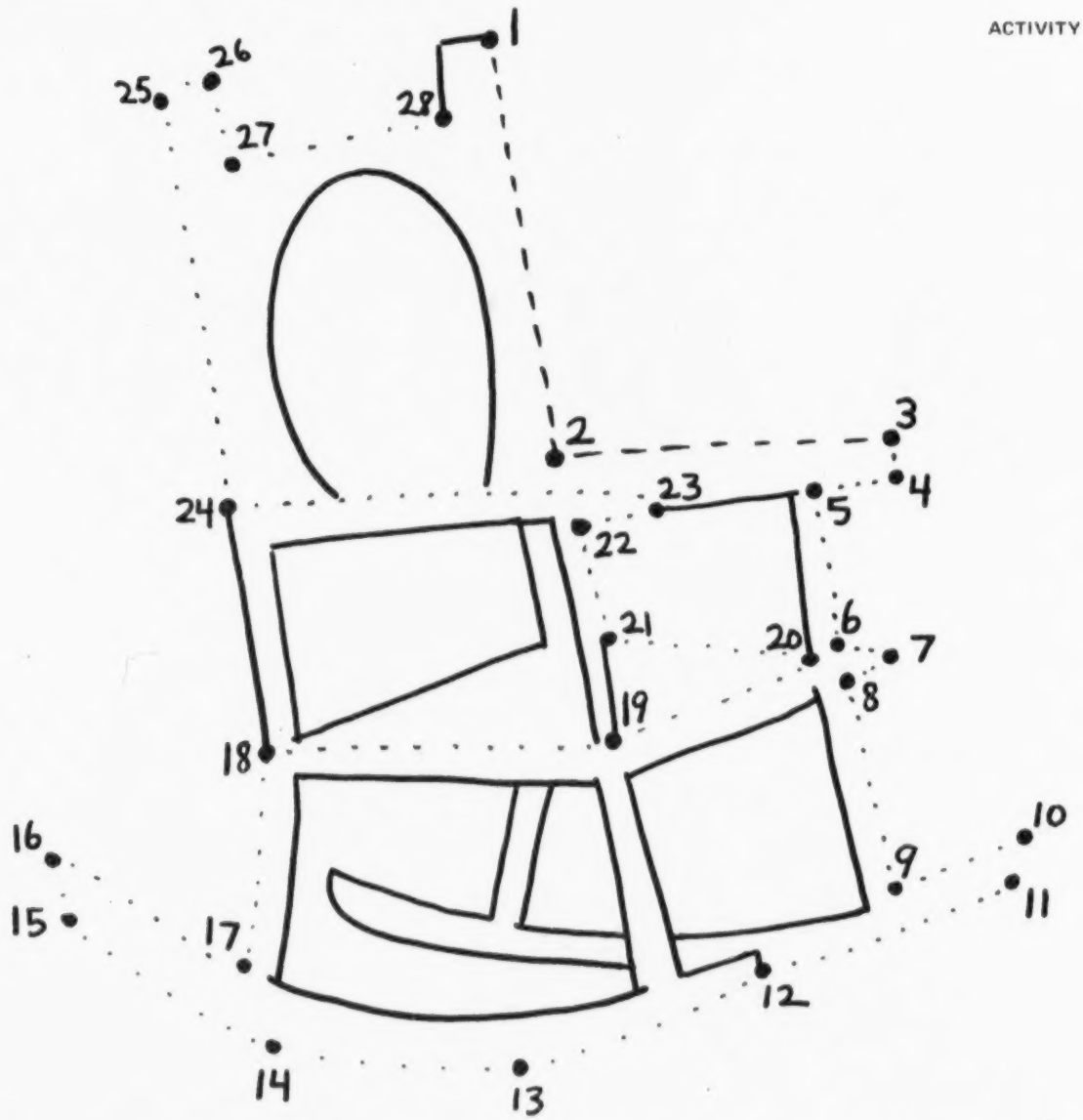


LESSON 12 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

After the child can write the numbers 1 through 30 in proper sequence present a dot-to-dot worksheet where the child will draw lines from number 1 through 28 in proper sequence and will verbally identify the completed object with 95% accuracy.

ACTIVITY

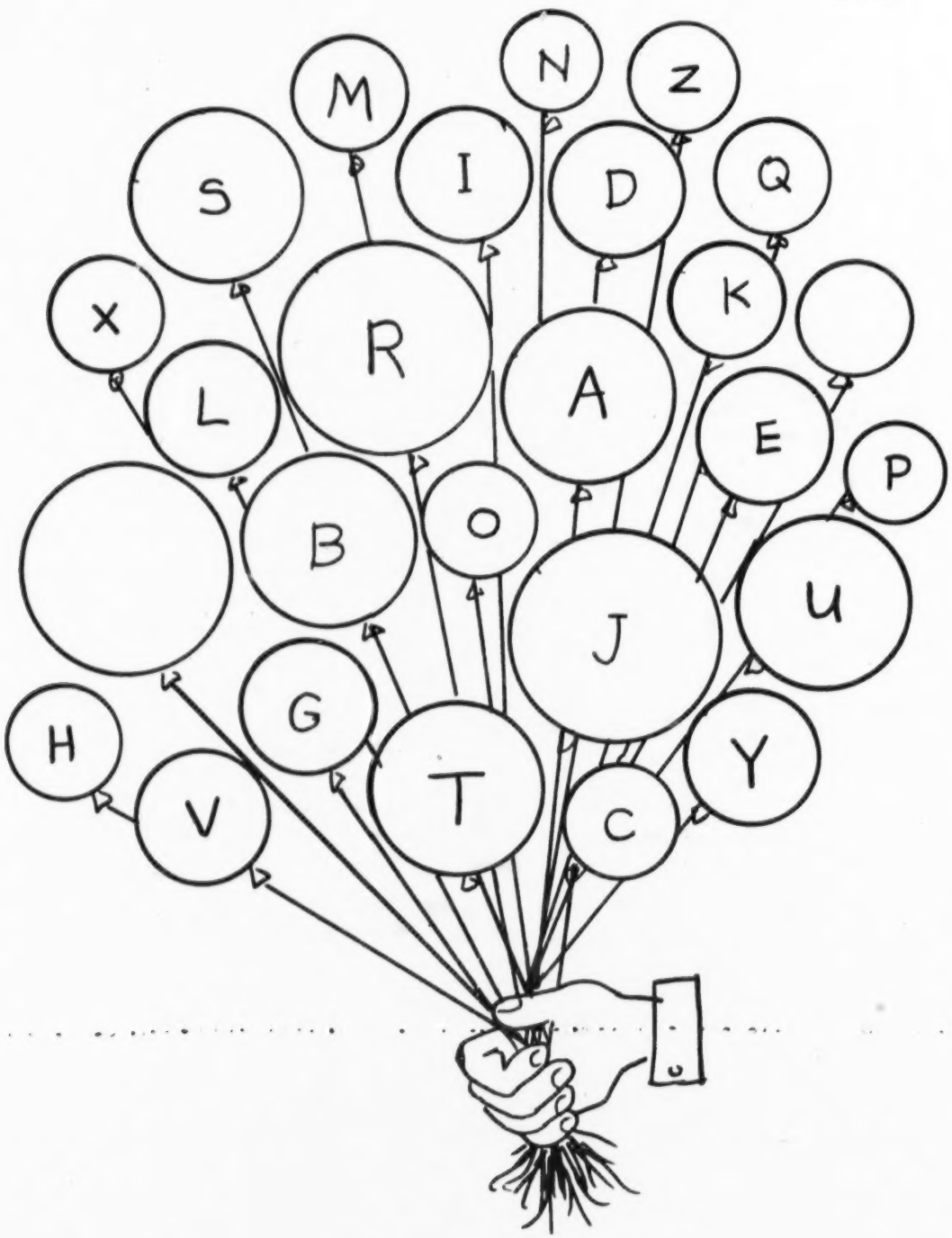


LESSON 13 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

After the child is familiar with all the letters of the alphabet present a worksheet where 2 letters of the alphabet are missing. The child should be able to write in the missing letters with 100% accuracy.

ACTIVITY



LESSON 14 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

After the child is familiar with all the letters of the alphabet present a worksheet where the child must write in the missing letters in the proper sequence.

a b _ d e f _ _ i j

_ l m _ _ p _ r s

_ _ v w _ y z

For variation present only certain segments of the alphabet.

_ b _ d h _ _ k

_ k _ _ f _ _ i

p _ r _ _ j _ _

m n _ _ o _ _ r

_ r _ t s _ u _

d _ f _ _ c _ e

w x _ _ e _ _ _

t _ _ w _ s t _

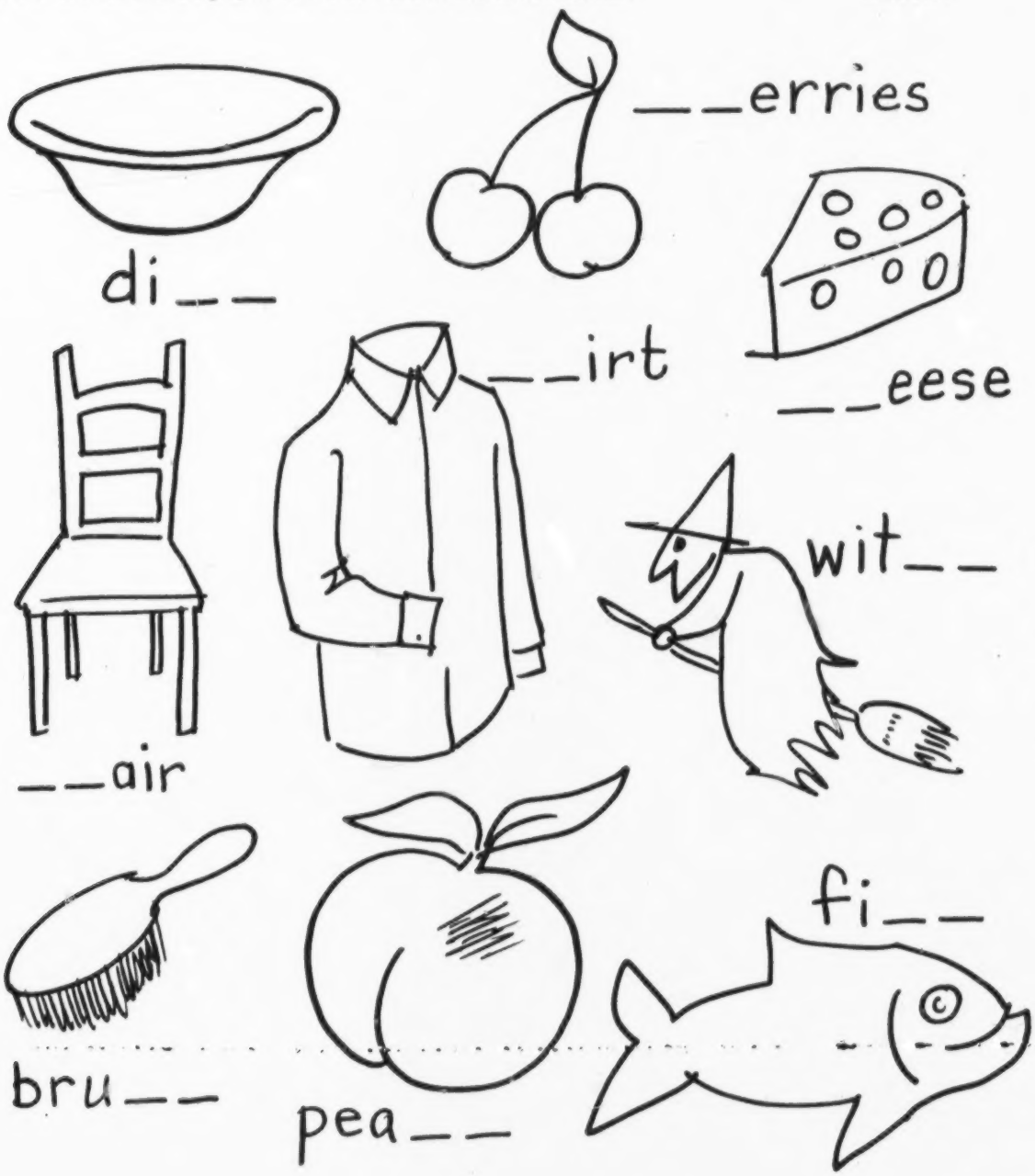
LESSON 15 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing pictures of objects and their accompanying names which contain either **ch** or **sh** the child will fill in the missing letters with 99% accuracy.

ACTIVITY

Other blends and diagraphs could be used in the same manner.

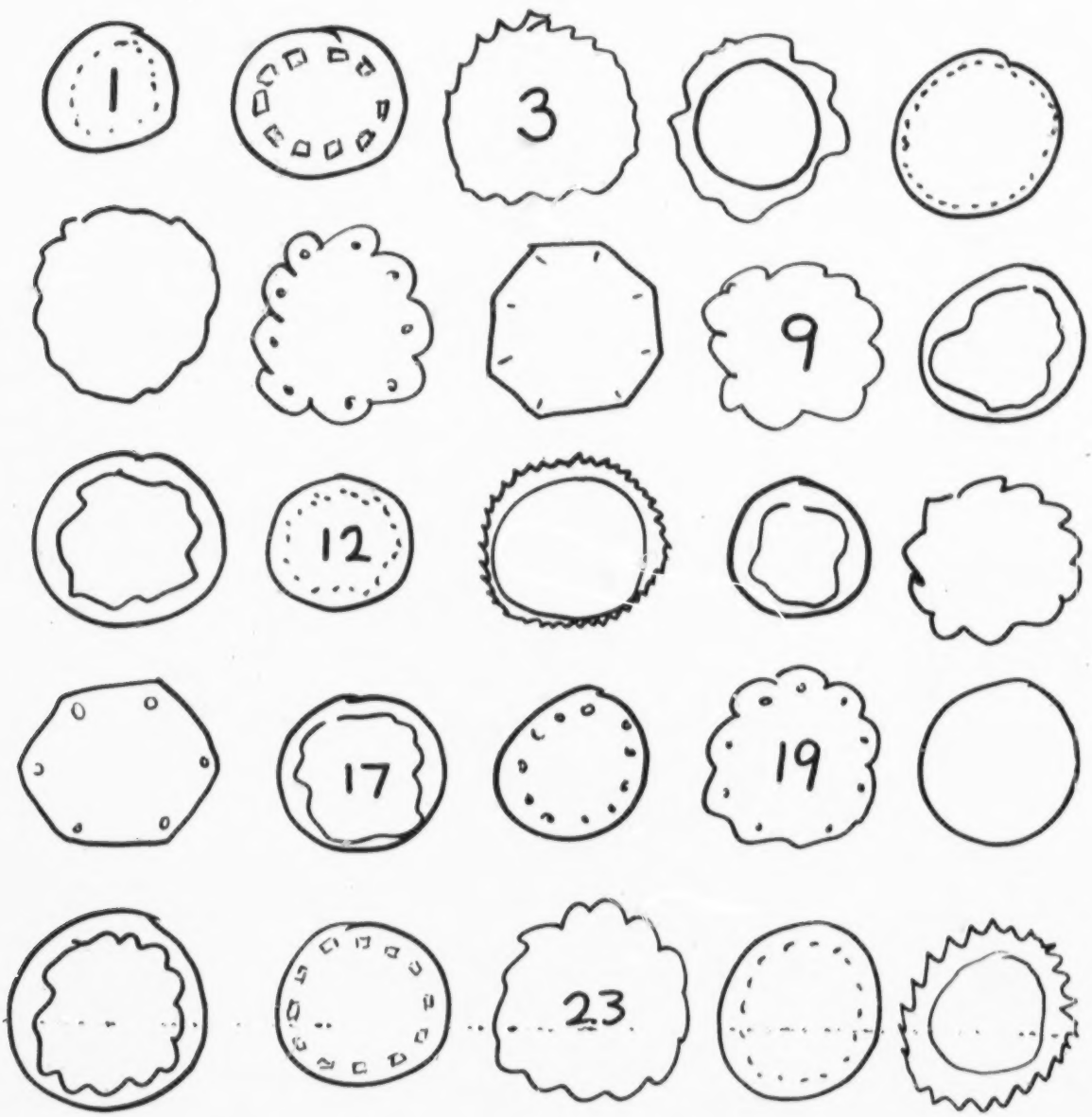


LESSON 16 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

After the child has been introduced to the numbers 1 through 25 present a worksheet where some of the numbers are missing. The child will write the missing numbers in proper sequence.

ACTIVITY



LESSON 17 *ACADEMIC*

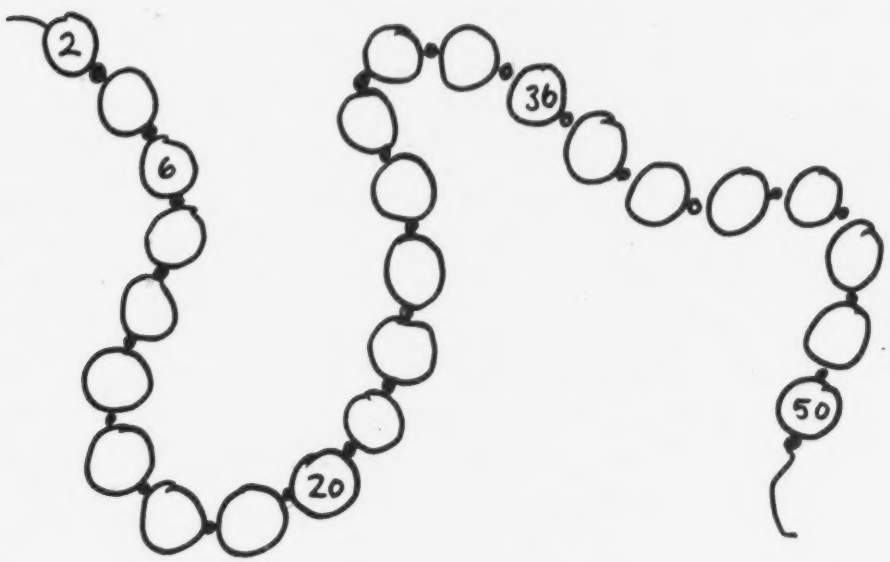
INSTRUCTIONAL OBJECTIVE

Given a worksheet containing the numbers 1 through 50 in proper sequential order the child will write in the missing even numerals in proper sequence with 100% accuracy.

ACTIVITY

This same activity may be used for the odd numbers.

1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	
31		33		35		37		39	
41		43		45		47		49	

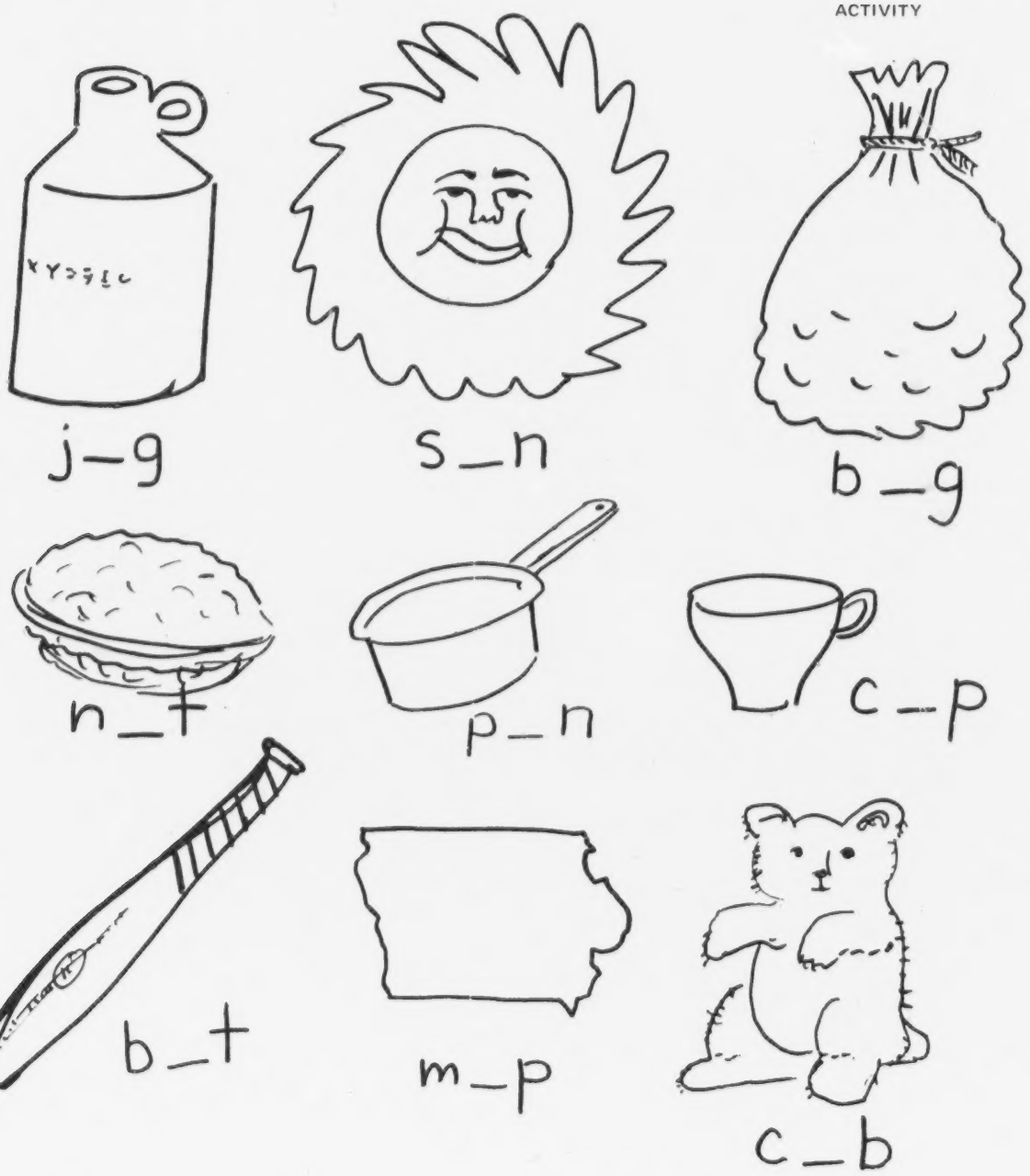


LESSON 18 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing pictures of objects and their accompanying names which contain either short u or a as their vowel the child will write in the missing letter with 99% accuracy.

ACTIVITY



LESSON 19 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a worksheet with groups of numbers written in various sequences, such as, one's, two's, five's, and ten's both forward and backward, the child will write the missing numerals in proper sequence with 99% accuracy.

ACTIVITY

28 ___ ___ 31	7 ___ ___ 4
51 ___ 53 ___	71 70 69 ___
94 ___ ___ 97	36 35 ___ ___
55 60 ___ ___	40 50 60 ___
20 ___ ___ 35	30 40 ___ 60
30 35 ___ ___	20 ___ ___ 50
16 18 ___ ___	46 48 ___ ___
42 ___ ___ 48	8 10 ___ 14
5 ___ ___ 11	90 ___ ___ 96
14 ___ 18	70 ___ 90
85 ___ 95	17 ___ 19
34 ___ 32	63 ___ 65

LESSON 20 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing a key word followed by incomplete words from the same word family the child will fill in the missing letters with 100% accuracy.

ACTIVITY

face	r_ce	fa_e	lac_
bill	pi_l	w_ll	bil_
tall	c_ll	fal_	_all
sock	l_ck	roc_	so_k
lick	sic_	t_ck	li_k
pack	_ack	bac_	t_ck
sing	ri_g	k_ng	s_ng
band	b_nd	s_nd	ha_d

LESSON 21 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing incomplete sentences the child will write in the missing word thereby completing the sentence with 99% accuracy.

ACTIVITY

Prepare a worksheet with incomplete sentences and provide three words which the child may choose among for the ending. The three words should all end with the same letters so the child will be required to pay attention to the initial letter.

1. We play baseball with a ball and _____. hat bat cat
2. My little kitten will grow up to be a _____. mat nat cat
3. My dad wears a coat and _____. pat hat sat
4. I like to _____ my dog's head. pat fat rat
5. A _____ lives in a hole. cat sat rat
6. Sammy _____ in a big airplane. fat sat mat
7. A little pig is very _____. hat bat fat

LESSON 22 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing incomplete sentences the child will write in the missing word thereby completing the sentence with 99% accuracy.

ACTIVITY

Prepare a worksheet with incomplete sentences and provide three words which the child may choose among for the ending. The three words should all start with the same letter so the child will be required to read the entire word thereby not relying on just the initial letter.

1. If it is cold outside I wear my _____. cone cot coat
2. At breakfast I like to eat buttered _____. toes toast toads
3. I wash my hands with water and _____. soap soft soak
4. A snake lives in a _____. hope hose hole
5. My dog likes to chew on a juicy _____. bomb bone boat
6. Susan must write a thank you _____. note nose not
7. The king and queen sit on a _____. throat tone throne
8. I put on my shoes and _____. sacks soaks socks

9. Dad drives our car down the _____. road rod rock

10. Mother uses water to _____ the floor. mope moat mop

LESSON 23 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing a short story which is comprised of incomplete sentences the child will write in the missing word with 95% accuracy.

ACTIVITY

Write a short story leaving out a word or two per sentence. Provide the beginning and ending letter for each missing word so the child will have a clue as to which word is being sought.

There is hay in the b––n, and the b––n is on a f––m. Billy saw a s––r, shine in the s–y after d––k.

The f–––––r works h––d when he rakes the g–––––n.

A h–––e likes to eat h–y and c––n.

We saw the f–––––r milk a c–w.

I heard a p–g oink, a b––d chirp, and a rooster c––w.

LESSON 24 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given only a part of the name of a person, river, or natural body the child will verbally state the missing name with 90% accuracy.

ACTIVITY

Write a part of the name of a person, city, state, or natural wonder on slips of paper which are put into a box. The child selects and reads the sentence and then verbally supplies the missing word. This can be made into a good team game. Also you can utilize words and phrases from social studies or science lessons.

1. The Mississippi _____. (River)

2. Harry S. _____. (Truman)

3. The Sacramento _____. (Valley)

4. The Pacific _____. (Ocean)

5. John F. _____. (Kennedy)

6. Pike's _____. (Peak)

7. Yellowstone National _____. (Park)

LESSON 25 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a sentence containing an incorrect word the child will initially read the sentence and then reread it making the correction that is needed with 95% accuracy.

ACTIVITY

Write the sentences on slips of paper and put them in a box. Each student will take a turn selecting, reading, and correcting a sentence.

1. It is so quite in our room tha: you can hear a pin drop. (quiet)
2. January is the first mouth of the year. (month)
3. My new coat is block and white. (black)
4. We are going to have hamburgers and french fries for super. (supper)
5. It's Larry's turn to shout for a free throw with the basketball. (shoot)
6. The clerk gave me five dollars in chance. (change)
7. The United States is a member of the United Notions. (Nations)
8. My mother and feather are taking us to California. (father)

LESSON 26 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a sheet of paper containing part of the title of one of the current pop tunes of the day the student will supply the missing part of the title with 90% accuracy.

ACTIVITY

Write partial titles of the current pop tunes on slips of paper and put them into a box. Each student takes a turn selecting a slip of paper from the box, reading the incomplete title, and trying to supply the missing words. This can be a good team game.

LESSON 27 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given the shape of a state of one of the United States the child will be able to verbally give the name of that state with 85% accuracy.

ACTIVITY

Make a large puzzle of the United States from a map by cutting out each state and removing the names of the state from the individual pieces. Show just the shape of the state to the child and he should be able to give the name of the state verbally.

The next step in this activity would be to have another map of the same size and shape which is left intact. After the child identifies the state he then goes to the second map and matches the shapes of the two states thereby learning the location of the state in the United States.

LESSON 28 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing incomplete sentences the child will write the missing word which ends in either *er* or *est* with 98% accuracy.

ACTIVITY

Prepare a worksheet containing incomplete sentences with key words. The child should add either *er* or *est* to the key word to correctly complete the sentence.

1. She is the _____ girl in our class. /short/
2. Jeff is _____ than Scott. /tall/
3. Our dog barks _____ than your dog. /loud/
4. This is the _____ car ride I've ever taken. /slow/
5. I have the _____ apple to eat today. /red/
6. Dad says I'm growing _____ and _____ every day. /big/

LESSON 29 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a worksheet containing incomplete sentences the child will write the missing word which will correctly complete the sentence with 99% accuracy.

ACTIVITY

Prepare a worksheet with incomplete sentences which should contain either *was* or *were*. Let the children read the sentences and then write in the correct missing word.

1. Sally _____ going to help me with my homework tonight.
2. Jim and Sue _____ looking for jobs for summer vacation.
3. Did you say she _____ going to Colorado to ski this winter?
4. They _____ finished eating their lunch before I _____.
5. Ted ____ going to give a party for John.

Other words which can be used in a similar fashion are:

came/come
did/done
is/are
I/me
went/gone
ran/run
saw/seen
good/well
has/have
ate/eaten
a/an
doesn't/don't
took/taken
leave/let
sit/set
can/may
to/two/too
teach/learn

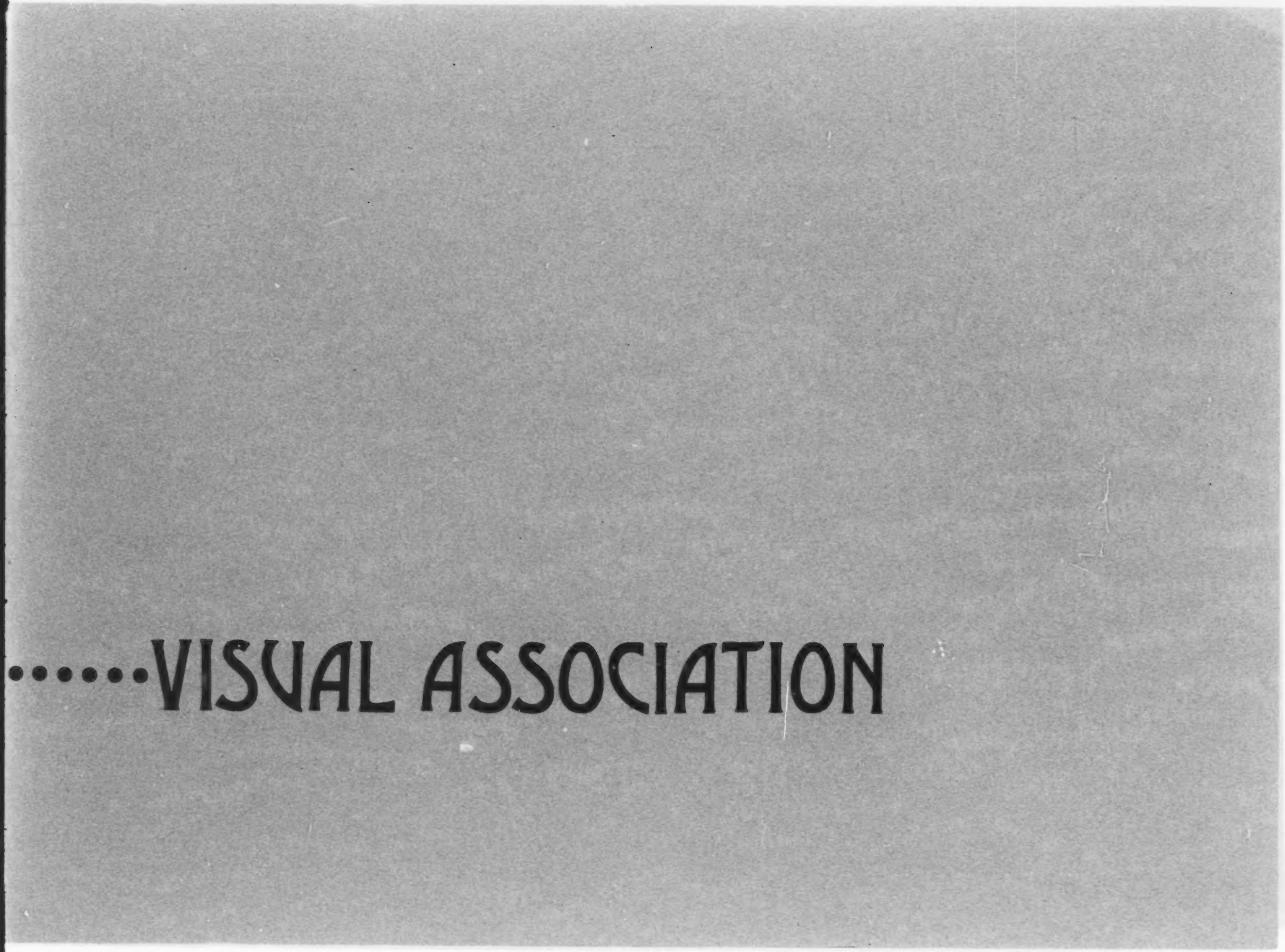
LESSON 30 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

After having heard a short story without an ending read to them the students will write what they feel would be an appropriate ending to the story.

ACTIVITY

Read a short story without an ending to the students. Then have them write what they feel would be an appropriate ending to the story. Have the students read their endings to each other.


.....VISUAL ASSOCIATION

LESSON 1 *READINESS*

Given a carefully pre-selected assortment of toys, students will be able to select, match and hold up the toy being held up by the instructor, and will learn to identify the specific concept or characteristic inherent in that toy which is being taught by the instructor with 90-95% accuracy.

INSTRUCTIONAL OBJECTIVE

4 or 5 concrete, object examples of each classification, concept or category being taught (dime stores would be an inexpensive source), i.e.,

MATERIALS

furniture--chairs, tables, beds, sofas, buggies
buildings--houses, garages, stores, churches, gas stations
transportation--toy wagons, cars, trucks, busses, trains, locomotives, ships, boats, planes
people (distinguished by clothing appropriate to profession)--doctor, policeman, fireman, soldier, baseball player, space explorer, nurse, cowboy, pilot
children--4 or 5 girls, and 4 or 5 boys
pets--different breeds of dogs, such as collie, police dog, spaniel, poodle, dachshund, and kittens

Sufficient representatives of each classification, concept, or category for instructor's kit

MATERIALS

Above listed items can be distributed into several packages or sets. Using either an activities corner or a large, round table or two, children should be given several periods to examine, manipulate, independently sift through relationships or classifications on their own. Instructor will observe. Students' activities at this point might better be self directed as opposed to other directed. When activities seem about to jell the instructor can casually pick up one of the objects and run through the following: *What am I holding? What is the name of this object? Where does it live? What does it do? What is it used for? Who can find another one just like it? Find something else besides a chair on which people can sit. What else besides a car can take people places? What else has an engine?*

These objects and the structured questions, as continued, can be helpful in assisting the child learn to organize and integrate percepts and concepts which will later be used to form new relationships.

LESSON 2 *READINESS*

Students will be able to match a specific picture on demand to the appropriate toy or object to illustrate satisfactory comprehension of category presented regarding such characteristics as appearance, function or classification with 90-95% accuracy.

INSTRUCTIONAL OBJECTIVE

Concrete objects suggested in Lesson 1.
Pictures on posterboard--for each of the objects as listed under a selected category to be taught, the instructor will mount pictures on posterboard, and will include several illustrations of various applications and uses for each (Peabody Language Kit will have most of these.)

MATERIALS

ACTIVITY

Instructor will arrange the pictures on the chalk tray or easel. Using her demonstration kit of objects, she will hold up an object, provide a few brief details about it, and then ask students to supply others. Instructor may ask (holding up the toy space explorer), *What are some of the things you need to know if you are going to be a space explorer? Where are our space headquarters? What does a space explorer do?* Concepts are built up through language and exchange of ideas.

Instructor may now say, *Find the picture that shows us one thing a space explorer does,* which could illustrate an explorer tending to lunar equipment. Or, holding up the toy figure of a doctor, the instructor will ask, *Bobby, can you find the picture of someone who helps the doctor?* Child will find and hold up the picture of a nurse or lab assistant. The child who makes the correct association can be given one of the Peabody chips to add to his chain

This activity helps the child make the transition from concrete, three-dimensional objects to abstract representations (pictures), and to visually associate the two, recognizing the relationships. Each concept can be expanded to things *not* seen (relying upon and/or developing visual imagery and memory) as various possibilities are discussed, all within the level appropriate to the particular class or group.

LESSON 3 *READINESS*

INSTRUCTIONAL OBJECTIVE

Stimulus pictures from old text books or magazines are cut out and mounted on cards in related pairs, each pair illustrating related but somewhat different examples of various but specific concepts and/or functions. One half of all pairs will be retained by the instructor and the other half of all pairs will be dealt to students. The instructor will show stimulus card (one of a given pair), one card at a time; student having the matching card for that specific pair will so indicate, and will then be given the stimulus card to make his pair. Children should be able to match for pairs even though perspective, size, color, and style may be somewhat different, with 90-95% accuracy.

MATERIALS

Pictures--pairs showing two applications or interpretations of the same item, function, object, or concept, will be prepared and mounted. (Old playing cards can be used as base, and can be laminated for durability.)

Suggested card pairings:

Item, Function, Object, Concept	*Suggested Picture Pairs*
1. sleeping quarters for travelers	hotel - motel
2. cold weather wearing apparel	mittens - gloves, or mittens - boots
3. felines	cat - tiger
4. objects used for illumination	lamp - flashlight
5. bodies of water	ocean - pond
6. passenger-powered water transportation	canoe - row boat
7. forms of locks	door lock - padlock
8. drinking container	glass - cup
9. writing tools	pen - pencil
10. waterproof garments	raincoat - rainhat
11. hair grooming	comb - brush
12. air transportation	plane - helicopter
others desired	

ACTIVITY

One-half of all card pairs is distributed to the children with the instructor retaining the other half of the card pairs. A stimulus card is shown to the group; the child who recognizes his card matches and/or is related to the stimulus card will hold up his card. Instructor will ask child to verbally explain similarities or relationships, and give the child the stimulus card for his earned pair.

This activity moves away from identical, to similar and related, introducing the concept that there are variations of many ideas, items, or concepts.

LESSON 4 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given a sheet (or sheets) of construction paper, labeled (either by word or by picture cue, depending upon student grade level) according to category (such as clothing, food, animals, birds, transportation, farms), and given catalogues, magazines, etc., children will be able to cut out and mount appropriate illustrations for each assigned, designated category with 95% accuracy.

MATERIALS

Prepared labeled sheets of construction paper as suggested above, or as desired, in sufficient quantity so that each student will be able to work on two or three categories of his own choice.
Magazines, catalogues, newspapers
Scissors, paste

ACTIVITY

Instructor will have selected (one of the sheets containing) a labeled category ahead of time, perhaps the sheet bearing the category *birds*, and will have cut out and mounted various pictures of birds, being sure to include samples of birds at rest, on the wing, nesting, eating or flying, as well as various kinds of birds.

Instructor will provide opportunity for students to compare, evaluate, examine, and discuss her demonstration, letting the children have a good, close look. She may include in her remarks something like, *Should I have included a butterfly? Why not? How about a horse? Why not?* When the instructor feels children understand expected behavior, materials can be distributed and the children can select the first category with which they wish to work (choosing another after each has been completed for a possible total of three).

Upon completion, children will be asked to explain, describe, and/or discuss their individual productions.

LESSON 5 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given sets of pictures (4 pictures in each set), of which 1 picture does not belong, students will be able to identify the picture that does not seem to belong to the others with 90-95% accuracy.

MATERIALS

Sets of 4 pictures, one of which is unrelated, as suggested below:
- 3 four-legged animals and 1 bird
- 3 wheeled vehicles and 1 plane
- 3 pieces of underwater equipment and 1 pair of ice skates
- 3 winged creatures (flies, bees) and 1 wingless creature (ant)

3 illustrations of plants in full bloom, and 1 leafless bush or tree with a snowy background
3 different kinds of scissors and 1 tin snip
3 short-sleeved summer shirts and 1 heavy jacket with a parka hood
Others can be devised, and/or selected from the Peabody Language Kit

ACTIVITY

Instructor will spread one set on the chalkboard or an easel. She will run through the procedure, indirectly calling attention to the likenesses and differences among the pictures, what are the likenesses, do all the pictures have the same likenesses, and if not, which ones do not and what are those differences. Lead the youngsters to make these discoveries on the way through the first set of pictures. Gather up and set aside the first group of pictures. Set up the second group of pictures and let the students examine them. See if they can, themselves, identify the picture that is out of character, and explain why this is so.

This activity should be extended, when the students are developmentally ready, to sets of three related pictures and one in which the difference is less apparent.

Development of this skill will make it easier for the child to read his environment, and observe subtle or slight differences that may, after all, prove to be important.

LESSON 6 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given pictures of a house, school, store or garage, and given picture of furniture or equipment appropriate for each, each set of pictures having the addition of a number of pieces of equipment or furniture which serve as
students will be able to correctly identify the furniture and/or equipment belonging to a specific setting with 90-95% accuracy.

MATERIALS

Flannel board
Selection of pictures depicting such settings as a house, school, grocery store, garage, hardware store, bakery, all prepared for use with flannel board
Pictures of merchandise, furniture, and/or equipment equipment appropriate to each one of the settings listed above, including detractors, also prepared for use with the flannel board, arranged along the tray at the base of the flannel board, in plain sight.

ACTIVITY

Instructor will demonstrate one setting, such as the hardware store, and will match such items as a picture of a saw, hammer,stepladder or other mechanical equipment, asking children to help her select appropriate items. When it seems the process is understood, the instructor will remove the hardware store and associated items. She will attach the picture of the grocery store, and will arrange the set of appropriate pictures along with the detractor pictures in the tray beneath the picture of the grocery store. Students will be called upon to identify and attach the appropriate pictures to the flannel board.

LESSON 7 *READINESS*

INSTRUCTIONAL OBJECTIVE

Given worksheets containing series of 4-set pictures (which are all representative samplings of the associational tasks presented to date), with verbal instructions from the teacher such as *underline the pictures in row 1 that are clothing, the pictures in row 2 that we can eat,* students will now be able to work through a number of groups, defining the correct associations with 95% accuracy.

MATERIALS

Prepared worksheets containing 5 or 6 tasks per sheet--appropriate pictures can be cut out, mounted on marked off paper, xeroxed in the desired quantities
Pencils

ACTIVITY

Instructor directions: *Draw a line under the things*
Fill in the words that describe the function.

Replace the word below which follows the colon with pictures.

1. we eat: apple - fork - sandwich - pie
2. we wear: hat - shoe - baseball - blouse
3. we read: story book - pencil - magazine - desk
4. we use for cooking: kettle - stove - shovel - spatula
5. used by carpenters: saw - hammer - lawnmower - nails
6. we need for baseball: bat - tennis racquet - catcher's mitt - ball
7. we need to draw a picture: crayons - pencil - broom - paper
8. we find in a clothing store: hat - carrots - coat - dress
9. we find in our bedroom: bed - dresser - car - desk
10. we raise in our garden: onions - carrots - canoe - diving board

Instructor will prepare for the lesson by asking children to think of some things that one would be apt to find in a public playground, for example. They may name: swings, junglegym, see-saw or slides. Instructor might ask if they would find some impossible item on the playground, i.e., a bakery or riverboat. Of course not! Instructor may then ask where they would find such items, i.e., the bakery would be found in a shopping center. Follow through, and ask what other shops would be found in a shopping center, until the instructor feels satisfied children understand association of related items and are ready for the written work.

Distribute the pencils and paper, explaining that the instructor will give the line number, and will ask the question. She will wait while the students look over the pictures, and underline the picture they feel correctly answers the question.

LESSON 8 *READINESS*

INSTRUCTIONAL OBJECTIVE

Stabilization of association, sorting, matching, and classification skills can be further enhanced through the use of gummed seals, used in a bingo-type game with game boards which have squares containing different seals, matched one-for-one with visual cue cards bearing duplicate seals.

MATERIALS

Novelty stores stock folders of gummed labels which can be mounted on 2" square posterboard or oaktag, and laminated for durability, to serve as visual cue cards.

5 or more game boards, marked off into nine 2" squares, three across and three down. Each square will have one of the gummed labels centered in each square. The whole game board can also be laminated.

Labels to cover such categories as: antique cars, various flags, flowers, fish, birds, fruits, zoo animals, butterflies, farm animals

There should be a match (plus detractors) between a given game board and the visual cue cards selected to go with a given game board.

ACTIVITY

This is a game that the students can play during free time with a minimal amount of supervision. Several small groups of students, 3 or 4 students in each group, can be gathered around a small table. The 2" laminated cue cards bearing assorted gummed labels can be stacked face down in the center of the table. Each player draws *once* and checks to see if the drawn card matches the label on any of the squares on his game board. If it does he covers the corresponding square on his board with the drawn card. If not the card is discarded. The player on his left may draw the discard *or* draw from the supply stack, but not both. As each player achieves a match, the match is identified by name. The player whose board is filled first is the winner.

Variations of this can be:

match for color only
match for any kind of four-legged animal or bird
match for beginning consonant sounds in names of item pictured
match for final consonant sounds
match for number of syllables in a word (for a more advanced level)

LESSON 9 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a series of objects drawn on worksheets that present some small flaw or incongruity, studetns will notice and indicate that incongruity, as instructed, with 90-95% accuracy.

MATERIALS

Prepared worksheets containing discrepancies or incongruities in (sufficient quantities so that all students will have a copy), such as the following:

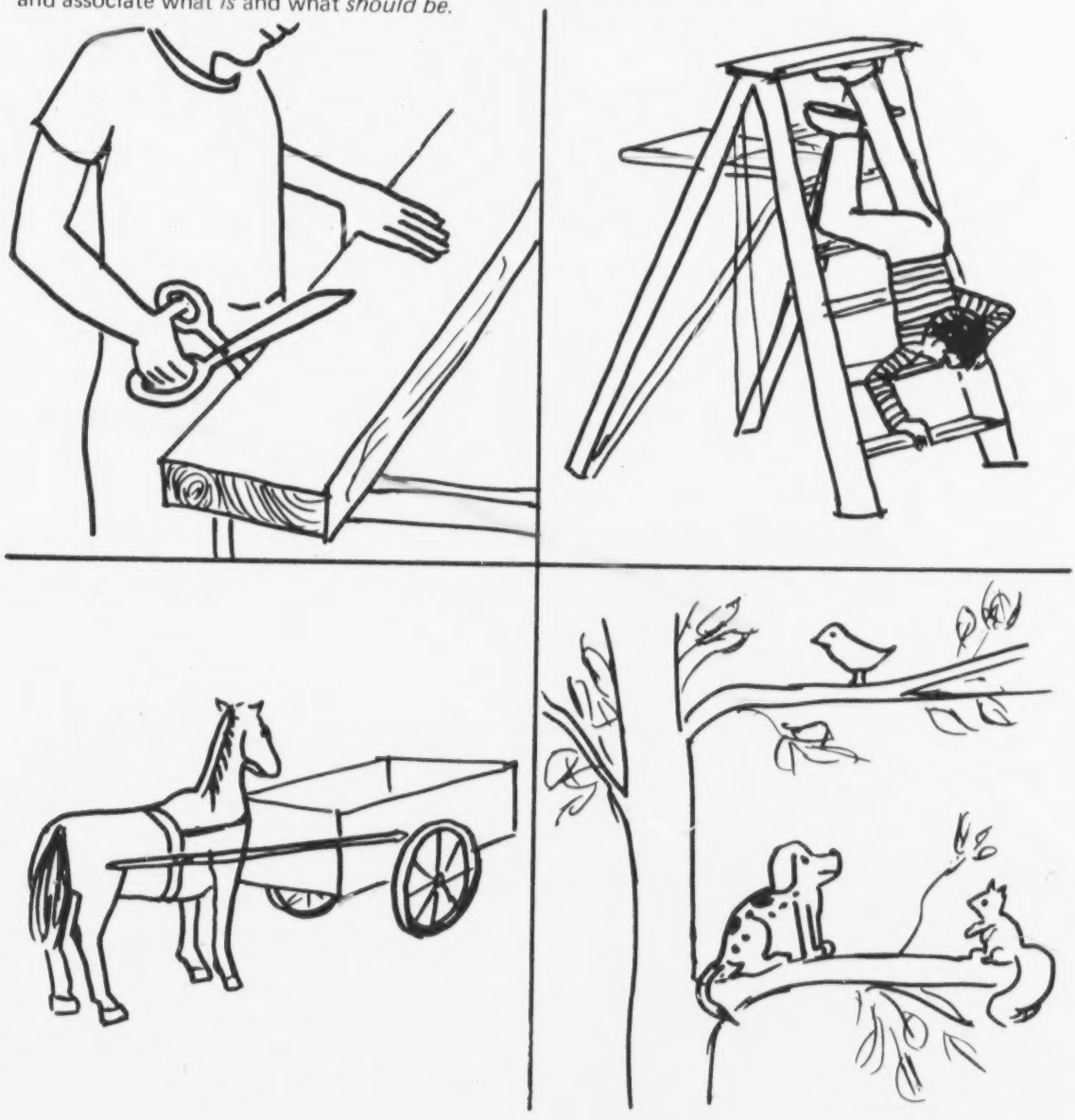
Suggested possibilities

1. Drawing of a house with chimney, windows, porch, but no door
2. Drawing of person with one ear missing
3. Drawing of person with no mouth
4. Drawing of person wearing one shoe and one boot
5. Drawing of car going down the highway with no wheels
6. Drawing of individual seated on chair with only two legs
7. Drawing of birthday cake having some candles with no flames and some flames with no candles
8. Boy in position to bat the ball with ball approaching but boy has no bat
9. Picture of bird flying with just one wing
10. Picture of house having chimney located in approximately the correct position, but having no roof
11. One extra incongruous drawing, centered on its own sheet of paper, for demonstration, perhaps of someone using the telephone without the mouth piece.

ACTIVITY

Instructor will pass out the demonstration sheet of paper, one to each child, having just one incongruous drawing in the center. She will ask the students to examine this preview drawing to see if they can find anything wrong with it. When they identify the discrepancy, the instructor will explain that she is going to distribute another sheet to each child, but this time there will be 4 or 5 of these kinds of pictures per worksheet. They are to study each picture carefully, decide what part of it is wrong, and draw a circle around that part of the picture.

This can be an exciting and humorous activity, and is a painless way of helping the children direct their attention to the small details, provide visual closure and associate what *is* and what *should be*.



LESSON 10 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given illustrations of animals, people or things lined up one directly below the other on the left side of the paper and with illustrations of the point of origin or natural association for each of the categories shown on the right side of the paper but incorrectly sequenced, the children will be able to connect the illustration in the left column with its appropriate match in the right column with a connecting line 100% of the time.

MATERIALS

Prepared worksheets containing object-source pairings, such as the following:

Stimulus column	*Match column*
1. chicken	swimming pool
2. gate	earmuffs
3. dog	letter
4. mailbox	table
5. left shoe	fence
6. chair	sink
7. tire	right shoe
8. diving board	car
9. faucet	dog house
10. mittens	chicken coop

Pencils

ACTIVITY

Instructor will distribute the worksheets and the pencils and work through the first example with the students. The students will be able to finish the worksheet independently. A worksheet using a slightly different format but still presenting association tasks is included on the next page.

LESSON 11 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given worksheets containing a series of words in the left column and corresponding pictures in the right column but presented in a different sequence than the words, students will be able to draw a line from the word to its corresponding picture with 95% accuracy.

MATERIALS

Worksheets containing a series of words in the left margin, and a series of pictures in the right column, one for each of the words, but arranged in a different sequence

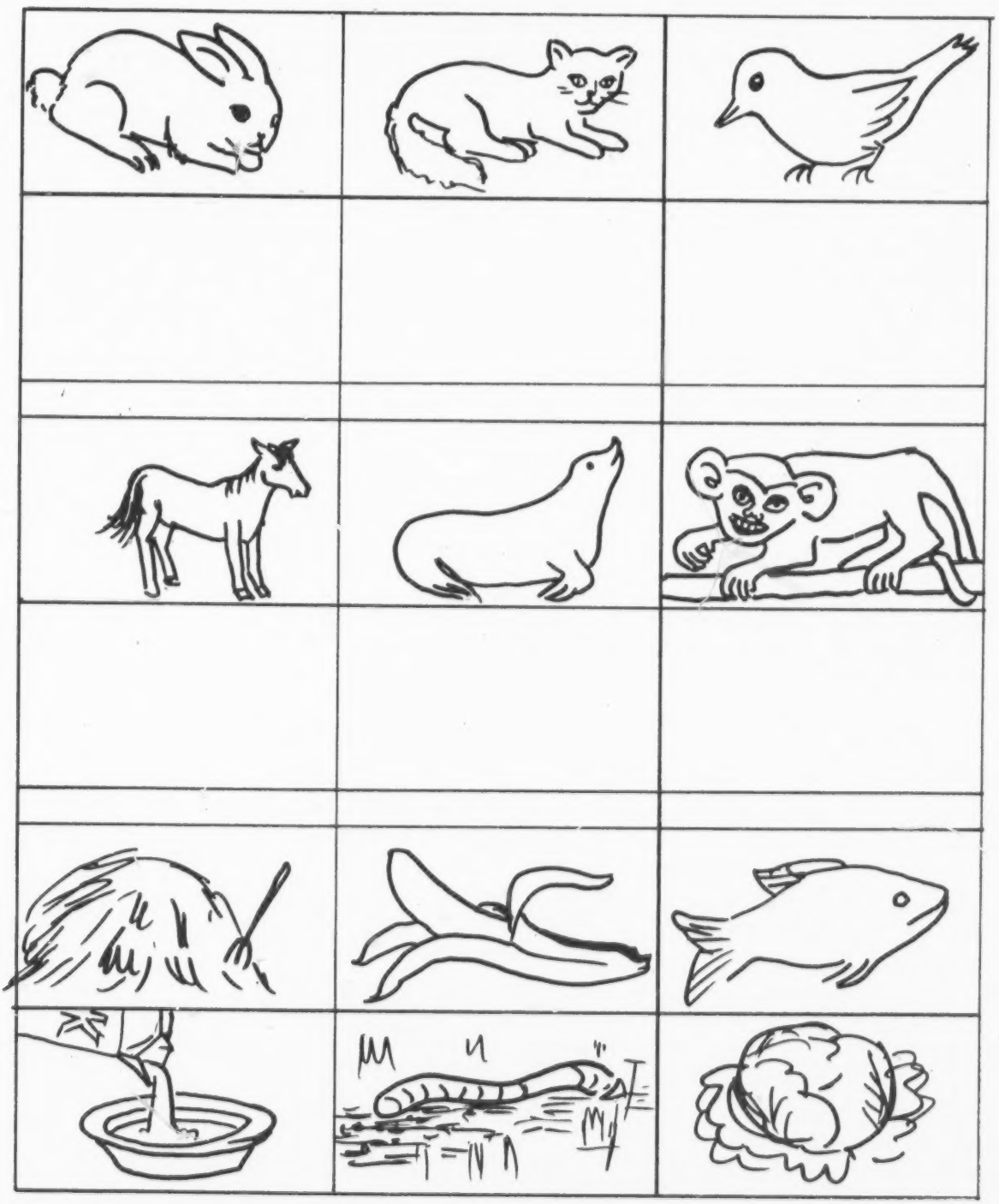
Pencils

ACTIVITY

Instructor will distribute the worksheets and explain the process. Demonstrate. Children will complete the sheet independently. Suggested format (use 10 or so):

1. bat
2. can
3. ball

Task: 1) color each picture, 2) cut out each square in the two lowest rows, 3) paste cut pictures under one of the upper pictures with which it would most logically be associated.



LESSON 12 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given an assortment of small familiar objects which have been placed in a covered box with a hand-sized opening and a set of shoe boxes which have been labeled for various, particular characteristics, students will be able to draw from the covered box and sort these objects for a given characteristic, dropping each object into the correctly labeled box with 90-95% accuracy.

MATERIALS

Small objects--numerous and varied assorted, selected for specific characteristics, such as:

1. Bearing a point or points
2. Having at least one straight edge
3. Having at least one round or curved part

Samples of all of above will be presented to students in a covered shoe box with a hand-size opening at one end.

In addition, three more shoe boxes will be needed, each bearing a conspicuous cue which corresponds with the three above listed characteristics, labeled either in writing or via the use of symbols such as:

1. the picture of a needle's point
2. a picture of, or an actual ruler, taped to the box
3. a picture of a ball

ACTIVITY

The instructor can work with group around a table. She will demonstrate by placing the covered box featuring the hand-sized opening directly before herself, with the hand-opening slanted toward her preferred hand. Set back about 6" from the covered box will be the three cued boxes. The instructor will explain to the students that she is going to draw about ten items from the covered box, one after another, as quickly as she can, and will drop each item into the correct box. She does so. When finished all students and instructor will check the cued boxes to see if all present agree that the contents have been placed in the correct boxes. Students will then be given turns to perform as did the teacher.

A team situation could be set up with points being awarded for the most correctly sorted item, or accuracy plus speed. At any rate it will be lots of fun and noisy. Just before recess or lunch might be a good time to conduct this activity.

Skills that will be developed will be speeded-up recognition of specific characteristics paired with cognitive motor behavior as the child associates the object, the shape and the correct container.

LESSON 13 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a collection of appropriate cartoons for children, limited to 3 or 4 frames which have been separately mounted on posterboard and laminated, students will be able to correctly sequence the cartoon frames, *as they listen to the instructor tell-read the story content.*

MATERIALS

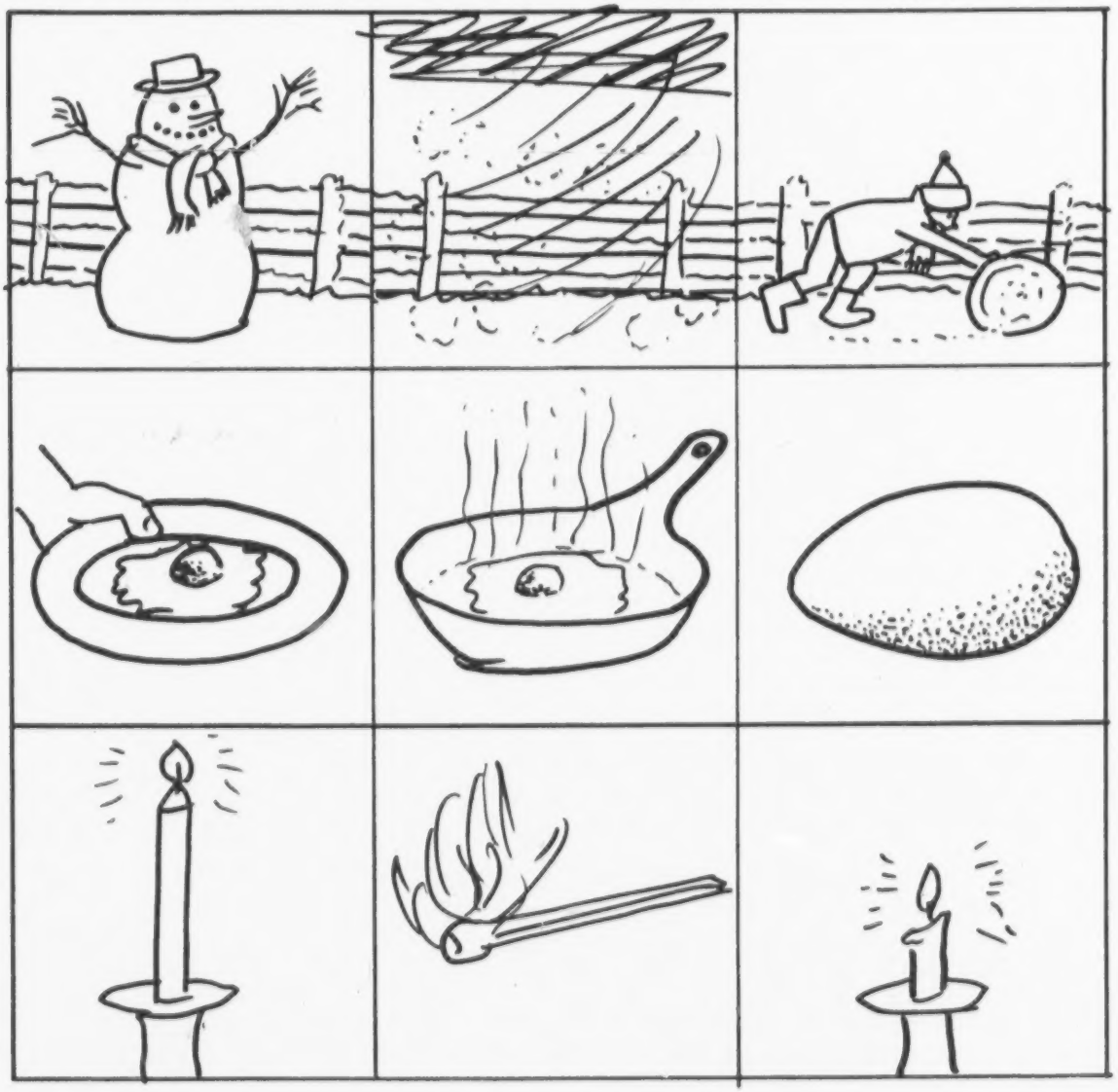
Collections of cartoons, Peanuts (Schulz) or Dennis the Menace (Ketchum), which have been collected in sufficient quantity to be meaningful, each frame separately mounted on posterboard and laminated for durability, with each sequence being stored in its own labeled envelope.

ACTIVITY

Instructor will choose an envelope containing a cartoon sequence and will place the mounted frames on the table in front of the student. She will explain to the student that she is going to tell the story, and as she does the student is to see if he can listen carefully, select the frames *in the order in which she is telling the story* and place them on the table. Following this, student and instructor will go over the speech balloons together. Instructor may disarrange the sequence and see if the student can both orally repeat the story correctly and again sequence the frames in correct order.

The skill covered in this task is the visual association with the auditory sequence, which is then manually translated into the correct visual sequence, made possible through cognitive evaluation of the stimuli. Sample worksheet:

Task: Number (or cut out and paste on sheet of construction paper) pictures in appropriate sequence.



LESSON 14 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given packets of pictures or cutouts, students will be able to sort according to size, age, or progression with 95% accuracy.

MATERIALS

Pictures--mounted, laminated, in series of 8 or 9 tasks, each composed of several steps which can be depicted pictorially. Suggested possiblities might be:

1. Shopping--going to store; filling card; paying checker; putting groceries away
2. Getting up in the morning--sitting up in bed; brushing teeth; eating breakfast; going out the front door to the school bus
3. Making a bird house--examining supplies, i.e., wood, hammer, saw; assembling and nailing; hanging it in tree; watching as bird enters
4. The Three Bears--sort from small, to medium, to large
5. Train sequence--locomotive, baggage, passenger car, caboose
6. Family age sequence--baby, child, mother, father, grandmother
7. Growth sequence--planting seed, sprout, plant, blooming flower
8. Baking cookies--mixing batter; placing on cooky sheet; baking; removing from oven; eating
9. Going fishing--digging for worms; marching off to river with fish pole over shoulder and carrying a bucket; line being pulled down into water; pulling fish out of water; showing fish to mother
10. Going sledding--bundling up; pulling sled out of garage; standing at top of hill holding sled; sitting on sled going down the hill; dismounting; pulling sled back up hill

ACTIVITY

Instructor will select just one or two sequences for the day's lesson, plus one for demonstration purposes. Instructor will explain that each set of pictures tells a story. Children are to examine the pictures, think about what is taking place, and try to figure out the order in which the pictures should be arranged to tell that story. Instructor might take the demonstration sequence, perhaps No. 3, making a birdhouse. She will place the pictures on the chalk tray. Together, the instructor and students will examine the pictures, discover what the boy is doing, and as discussion takes place, the instructor will rearrange the pictures in the correct sequence. It will be noted what must be done first, why, what would be the logical second step, and why this must take place when it does, until the final and obvious conclusion for the sequence is reached.

The instructor will then remove this sequence and place another group on the chalk tray, out of order, and let the children try to figure out the beginning, middle and end. This activity also has good language development potential.

Later, children might like to tell their own story via a series of pictures, which they will draw themselves during the next class.

LESSON 15 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

Given a word game, Bingo in nature, in which some 9, 16, or 25 squares each contain a word, each word having a corresponding picture cue card, children will be able to cover the correct word when the picture is presented.

MATERIALS

Game cards--enough for each in the group; cards bear 9, 16 or 25 squares, each square containing a naming word
Corresponding picture cue card for each of the words contained in all of the squares, plus some foil picture cue cards
Discs or corn to use as markers on the squares

ACTIVITY

The instructor will explain the game by saying that as she holds up a picture the person whose card contains the name of that picture will pronounce that word and cover it with a disc. The student whose card is filled first is the winner.

Sample Card:

COW	MAN	HOUSE	DOG	SKATES
CAT	BIRD	HORSE	BABY	BALL
BOOK	FATHER	DOOR	PENCIL	CAR
SCHOOL	CAKE	GATE	DESK	HORN
BELL	CLOCK	BEAR	LION	KITE

LESSON 16 *ACADEMIC*

INSTRUCTIONAL OBJECTIVE

A reinforcement activity for a spelling lesson could be to have the children, each holding a given letter, arrange themselves in the proper sequence as the instructor calls out the name of a word.

MATERIALS

Commercially prepared letters, one to a card, and one for each of the letters studied to date
Prepared list of spelling words, using the above letters

ACTIVITY

The instructor will distribute the letters so each child has one or two. She will explain that she will dictate the spelling words, one at a time. This time, instead of writing the words, the children will spell the words by moving to the front of the group and standing in the correct order to spell the dictated word. The *vowel children* will probably be overworked so letters could be shifted periodically. This will give the children better awareness of a wider variety of letters as well as sequencing reinforcement.

A variation of this activity is to use the small metal boards with magnetic letters. This is particularly good with children who tend to reverse letters. They know what the letter should look like, can pick out the correct letter, and often seem able to sequence the letters to correctly spell a word, but find it difficult to write letters/words. Sometimes, after having worked with letter cut-outs for a period of time, writing those letters becomes easier. The instructor dictates the spelling words as before. The children, each using their own metal board and set of magnetic letters, will select the correct letters and sequence them on their individual boards. The instructor can stroll about the room, checking progress.

LESSON 17 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a series of cause-effect pictorial situations, with cause stimulus being presented first, students will be able to select effect pictures from 3 to 5 cards (of which all but one will be foils), with 90-95% accuracy, to demonstrate comprehension of first-order relationships.

MATERIALS

Pictures or illustrations--clipped from magazines, newspapers or cartoons which illustrate a specific behavior or action which will serve as the stimulus cause

3 to 5 pictures to be presented following the presentation of the stimulus cause picture among which will be one which clearly illustrates effect, the rest of the pictures serving as foils

Pictures can be mounted on oaktag or poster board and laminated for durability. They might be felt backed if desired for use on the flannel board.

For quick identification, each set can be packaged in numbered envelopes, sequenced according to difficulty.

ACTIVITY

Instructor will arrange contents of first envelope on the flannel board, placing stimulus picture on the left, and the outcome pictures scattered randomly to the right. Instructor will call attention to the stimulus picture on the left, which might be of a girl at a sewing machine. Outcome pictures might include: a) a person playing golf, b) mother in the kitchen cooking, c) a girl combing her hair in front of a mirror, d) a girl on her way out of the front door obviously going to a party, and e) a girl putting on a pair of earrings. Discussion would begin with the stimulus picture. What is the girl doing? Sewing. What does it look like she is making? Children might be guided into discovering that she is sewing a new dress. Alright, which picture on the right describes what would logically take place when the dress is finished? Could it be the one of the the girl standing in front of the mirror? Possibly. What else?

Continue the discussion until the students are guided to d) at which time the d) picture will be placed next to the stimulus picture for the last reinforcement of the visual and cognitive association. If necessary, demonstrate the second set. Then, set up the third set and continue on through according to plan. Encourage independent thinking with a minimum of teacher direction.

Suggested stimulus-outcome groups (with desired outcome underlined):

STIMULUS	OUTCOME
1. Picture of howling wind/rainstorm	<u>Picture of flood</u>, sportsman on skis, bathers on a sunny beach
2. Man fishing	Vacationers in station wagon on highway, boy mowing grass, <u>family at dining table with outline of fish visible on plate</u>, small girl playing with doll.
3. Boy with bat in hand has just *aimed* the ball at a window and is watching, open-mouthed	<u>Man roaring out front door with picture of shattered window visible</u>, a family saying goodbye to departing guest at airport, child feeding pet kitten, boy giving money to man in first picture above (this might be a good way to suggest responsible behavior)

Stimulus	Outcome
4. Child doing homeword	Picture of homework sheet with large A very visible, a fire engine going down the street, children watching TV, boys playing marbles
5. Child dashing into busy street	Crowd looking down at something not visible to viewer, child with arm in cast, farm animals, man mowing grass
6. A playground	Children swinging and children going down slide, boy and his father working in the basement, girls playing jump rope, grandfather watering flowers
7. A large paint brush such as is used for painting houses	A man in white overalls painting a house, a man changing a tire, a man roofing a house, a man putting up storm windows, a man trimming a hedge
8. Hammer and nails	A boy building a dog house, a man on a ladder nailing up some siding, a boy and his father washing the car, mother hanging a picture, children playing with a toy train set
9. A long grocery list and money-- bills and coins	A boy with a model plane paying the clerk, father trying on a suit in a men's clothing store, mother pushing a cart in a supermarket holding long grocery list
10. An oakleaf	Pine tree, cactus, oak tree, rose bush, a grassy lawn

LESSON 18 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a pair of separated pictures which contain a specific first order relationship the students will be presented with a third picture and will be able to select a fourth picture which completes the second order relationship implied by the initial pair with 90-95% accuracy.

MATERIALS

1st set: Mounted pictures of people, places, things, animals

2nd set: Mounted pictures which illustrate something characteristic of the above, appropriate as to appearance, function, behavior, result

3rd set: Similar, but not exact, illustrations of No. 1 above

4th set: Similar, but not exact, illustrations of No. 2 above.

ACTIVITY

Using flannel board or pocket chart, the instructor will select and position one of the pictures from the first set, which serves as the subject of the first part of the story. For example, the (1st set) selected demonstration group might begin with a secretary seated at a typewriter. The 2nd set illustration might be a picture of typed letter. Instructor and students will discuss this relationship-- What is the secretary doing? How is she doing it? What connection has the letter with the secretary? -until the produce (letter) is seen as the result of the

secretary's behavior (she is typing). The illustration from the 3rd set could be a typesetter. What is he doing? How is what he is doing like what the secretary is doing? To complete the second order relationship sequence, among the 4th set of pictures might be a picture of a newspaper page, a paper collection boy, a man reading a newspaper, someone writing a letter.

Suggested sets:

SET 1	SET 2	SET 3	SET 4
robin	worm	eagle	rabbit
pedestrian	sidewalk	runner	track
dog	dog house	boy	home
toy wagon wheel	toy wagon	big tire	moving van
baseball bat	boy swinging bat	tennis racquet	player swinging tennis racquet
sailboat	boating on lake	steamer	steamer on ocean
boy holding hammer	boy building bird house	man carrying various tools	man as member of construction crew on skyscraper
boys staking out small dam	boys building sand dam	engineers over blueprints	constructing huge dam
boy heading for bike	boy riding bike	man approaching car	man driving car

LESSON 19 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a picture or a descriptive sentence illustrating a concept, an isolated segment of a behavior sequence, or an event of some kind that will stimulate thinking, students will discuss that picture sentence in terms of preceding, ongoing and resultant possibilities, the objective being to increase creativity, ideational fluency, and associative thinking and flexibility in thinking.

MATERIALS

A series of unrelated pictures or sentences which illustrate or describe a particular concept, an isolated segment of a behavior sequence, or an event of some kind that will stimulate thinking.
Tape recorder(s)
Paper and pencils

ACTIVITY

Instructor will present (as she chooses) a sentence *or* a picture to demonstrate the task. For example, she may hold up a picture of a deserted dining table with cloth askew, a glass tipped over, dishes in disarray, a chair tipped over and another seeming to have been hastily shoved back. The picture should have dramatic appeal, sufficient to arouse curiousity and speculation. She may need to say no more than, *What do you think might have happened that would have resulted in a picture like this?* Encourage brainstorming. Students might come up with something like, *father just won the national lottery*, or, *Uncle Jim just telephoned to have us meet him at the airport*, or, *the neighbor knocked on our door and told us our cat was stuck up in a tree.* Encourage oral build-up of a sequence of events, leading to a conclusion--final or open ended. Try the same format with a few other pictures. Then, display 6 or 8 additional sentences or illustrations, distribute paper and pencils, have the students select the illustration or sentence of their choice and write a short story about whatever they have chosen. Students may enjoy reading or dramatizing their script at a later time.

Suggested pictures or sentences (possibly humorous) illustrating:
A boy who has caught his pants climbing under a barbed wire fence.
An old, run-down building with a sagging door ajar, and a pair of eyes peering out of the shadows.
A boy and his dog racing up a hill and just over the crest is a mother skunk and her kittens.
Several boys sliding down a slick, icy hill; one boy has gotten off course, landed in a deep snow drift with nothing visible but his cap--suspended in mid-air above the hole he created in the drift on his way down.
Father turning on the lawn sprinkler just as a lady, all dressed up, is walking up the sidewalk to the front door.
Boys happily splashing around in the old swimming hole as two or three other boys are stealthily tying their clothes in knots behind some bushes.
Two well dressed gentlemen preparing to sit down on a park bench as the painter is preparing to attach the sign he is holding which says *wet paint.*
Father is standing beside his freshly washed and waxed car looking tired while a service station attendent is at the front door handing mother a coupon telling her she has won a free car wash and wax job.
Dennis the Menace or his counter part is holding a plucked drooping tulip and looking up at Mr. Wilson or his counter part who is glowering down at him.

Beginning an activity with something that appeals to the students' sense of humor is usually successful in captivating interest. Activities similar to the above, some of them of a more serious nature, can be mixed in so neither approach loses appeal.

The tape recorder can be used for the students who have difficulty writing. Their recorded productions can be typed up and returned to them as soon as possible. A further extension of this activity might be to have the students illustrate some part of their production. Each student might like to have his own folder where he can keep his materials--which could later be bound and titled with the author's name prominently displayed.

LESSON 20 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a series of photographs of specific objects depicting a particular view or perspective, children will be able to visualize, describe and select the photograph which illustrates the same object from *another* viewpoint or position with 80-90% accuracy to further develop associative thinking and flexibility.

MATERIALS

Front, back and side view photographs, taken with a Polaroid camera, of appropriate and familiar scenes 1) within the classroom, 2) within the school building, 3) of equipment on the playground, each photo enclosed in a plastic container.

Pictures can be code numbered on the back, 1a, 1b, 1c, for ease of keeping sets of a particular subject together. The subject sets could be stored in individual envelopes.

A small portable easel

ACTIVITY

By photographing several views of instructor selected subjects the instructor will be assured that the other side of the specific subjects will most likely be familiar to the students. Thus, the first step toward envisioning something not actually being seen at the time will be provided in a structured situation and, hopefully, will serve as a means for later analyzing pictures of objects never before seen.

The stimulus photograph will be 1a, for example, with 1b and 1c being mixed in with other foil photographs. Students will examine 1a and select other views of that same photograph (being told that there will be two other views of that same photograph) from among the foil photographs.

Instructor might demonstrate by displaying a 3-dimensional model of a toy train, doll or sailboat set up in the middle of the student seating arrangement so that each student has a different view of that same object. Student directly in front of the object might be asked to describe what he sees, followed by the description of the student seated at the rear, another from the left side and another from the right side. Using a concrete demonstration, slight differences in appearance from the various views can be pointed out and discussed. Object can be rotated so that all in turn will see what the previous viewers had seen.

The next step will be to begin the presentation of the photographs.

Suggested subjects to be photographed:

1. Teacher's desk: front-1a, back-1b, one side-1c
2. Classroom: front-2a, rear-2b, one side wall-2c
3. Interest center table: front-3a, side-3b, view from 6' or so above table-3c
4. Student desk: *worm's eye* view-4a, looking up from occupant's view-4b, front-4c
5. Pencil: directly in front so the point and raw wood are visible-5a, side view-5b, at an angle from the eraser end-5c
6. Pencil sharpener: from above-6a, below-6b, from the handle side-6c
7. Book: from one corner-7a, open-7b, looking directly down upon closed book-7c
8. Tape recorder from various angles: 8a, 8b, 8c
9. Playground: from the top of the slide-9a, from school window-9b, from child's eye level-9c
10. Mystery person: stimulus picture could be of the mystery person doing something with face turned away-10a, second picture could be back view-10b, final shot could be full face view-10c

Among other things, this activity will help youngsters attend to details, to be more observant of position, location and to be able to fill in the total picture so that results will not end up like the fable of the three blind men, each touching only one part of the elephant and each making his biased claim as to the total appearance of the beast.

After an interval or appropriate lapse of time, pictures of objects and locations unfamiliar to the students might be presented. How would the other side of the mountain look, Niagara Falls looking up instead of down or New York City from the top of the Empire State instead of the sidewalk looking up.

LESSON 21 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a series of pictures each one of which has captured a fleeting moment in the life of another human being, students will be encouraged to empathize with the character in the picture to the point of describing possible background and/or present circumstances.

MATERIALS

A collection of pictures, which could be character studies such as those taken by some of the *Life* magazine photographers, or illustrations from a book or story, each crystallizing a moment in the life of the subject of that picture (some of Norman Rockwell's paintings could evoke these kinds of spontaneous reactions).

A portable easel or other means for displaying pictures

ACTIVITY

Lesson 20 was concerned with how something looks when viewed from another perspective. This lesson deals with: feelings and thinking that might (but not necessarily) be associated with a given appearance; how the viewer would feel in similar circumstances; and better development of understanding another's position.

An example used for demonstration before beginning the lesson proper might be a picture of a little girl holding an empty cone and looking down at the ice cream on the ground. The first reaction would be to laugh. The second reaction should be elicited, *She can't eat it, it fell on the ground, she doesn't have another dime, perhaps her mother will give her money to buy another, what if the family is very poor, do you think she will cry, she looks very small, if I were that small I would cry, that happened to me once,* and so on until it seems apparent that the students have really put themselves in the place of the subject. Then go on to the balance of the series.

Suggested stimulus pictures:

1. Face of an old weathered peasant from any country looking pensive and thoughtful.
2. A boy looking up at a tree house and the ladder leading up to it is missing three important rungs.
3. A war orphan, with large solemn eyes
4. A puppy looking into an empty dish
5. Grandpa and grandchild holding breath as they watch a hummingbird
6. The delighted expression of a child on a merry-go-round
7. A little boy with an obviously new bicycle
8. Several children, impoverished, sitting on some broken steps, with overflowing garbage cans and refuse heaps visible off to one side
9. The family dog has just gulped his young owner's hamburger and the young owner is flabbergasted, looking at his empty hand
10. A boy with a beatific expression on his face, fishing on a sunny, summer day

Along with the development of the previously mentioned thinking skills, some of these activities can double for language experiences also. A subsequent activity along these lines might be to present a series of these pictures to the students, and have them write one sentence captions for each. They must

really fits. When finished, it might be interesting for each author to read his own title as the instructor holds up each picture. It can be a revelation from another dimension to hear how other students react to a given picture and the range of alternative thinking that is possible.

LESSON 22 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given descriptive words (that possibly have been used in an activity such as Lesson 21), each word being used in a sentence and given a series of one word definitions, two or three for each word, students will be able to match word with most appropriate definition.

MATERIALS

Prepared list of descriptive words, each word being used in a sentence with each having three possible definitions listed at the end of each sentence.
Dictionaries, pencils

ACTIVITY

Instructor might demonstrate the desired behavior by selecting a word appropriate for No. 1 in Lesson 21, which was a picture of the face of a weathered old peasant. The word might be *serene*, and the illustrative sentence might have been, *His face wore a serene expression.* The suggested format is as follows:

WORD	AS USED	X the most appropriate definition	
serene	His face wore a serene expression.	a. regal	____
		b. peaceful	__x_
		c. clear	____

Students will be instructed to read the sentence using the word, consider the manner in which it describes the subject in this particular case, and place an x on the line following their choice of definition. If they aren't sure of the definition they should look up the word in the dictionary.

In the process they will learn to associate several possible uses of a given word as well as a specific association for a particular application. In the above example, the word *regal* might also apply, depending upon how the viewer interpreted the picture. *Clear* might better be used to describe weather, i.e., a *serene* day - meaning - a calm and *clear* day. Some of the definitions chosen, therefore, would have subjective significance to the student, and would not therefore be counted wrong.

LESSON 23 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given 12 to 15 pairs of shapes (both members of each pair being identical but each of the 12 or 15 pairs being different from all the other paired shapes) which have been scrambled, students will match pairs as quickly as they can.

MATERIALS

Students can cut their own *pairs of shapes,* i.e., diamonds, squares, circles, clover leaf, by cutting two sheets of stiff paper at the same time.

Each student will have a different color of paper, so that his own shapes will all be the same color, eliminating color cueing. Emphasis will therefore be upon association of *shapes* alone.
Stiff paper, two sheets of the same color for each participating student.
Scissors

ACTIVITY

Instructor will have cut out samples of possibie shapes ahead of time so the students will have a visual model as guide. For the sake of the activity, the students should all have the same number of pairs.

When the cutting is finished and the scraps cleared away, students will scramble their pairs. Instructor will now explain the activity, i.e., she is going to use a stop watch to see how quickly they can reassemble the scrambled shapes into correct pairs. The winner, of course, is the student who completes the task first.

This can be an exciting and hilarious activity. The youngsters should enjoy this, and it is another painless way for them to learn to associate likenesses.

Another applicat ion might be to use paired letters, words or phrases, which will be scrambled and then sorted in a timed activity session.

The objective is instant ecognition of contour, shape and form constancy plus increased efficiency of eye-hand skills.

LESSON 24 *ADVANCED*

INSTRUCTIONAL OBJECTIVE

Given a list of nouns, students will select an adjective they consider appropriate for each noun, and will then incorporate the adjective and noun into original sentences.

MATERIALS

A list of nouns--10 or so
Paper and pencils
Dictionaries

ACTIVITY

Instructor will have a prepared list of nouns appropriate to the reading level of the class members. The demonstration noun might be *night.* The selected adjective might be *stormy.* The ensuing sentence could be, *It was a cold, stormy night with howling winds and a driving rain.* Another demonstration or two would be advisable, and will, of course, be an extension of material already being covered in class. **The objective here is to encourage independent activity on the part of the students to associate a particular adjective with the noun to impart a certain *flavor* according to student preference.** During class the following day, students might be asked to pick their favorite sentence and write a very short story around it.

Suggested nouns:

jungle	ghost	schooner	adventure
forest	mystery	treasure	discovery
desert	hero	pirate	investigator
helmet	police dog	castle	cliff

SIX RESOURCES

Things to remember when ordering visual materials:

- There are many different companies that make materials to be used in visual perceptual activities. Therefore, try to compare products from different companies for durability, quality and overall adaptability to your particular needs before making a final purchase.

- Several companies have so many visual perceptual materials available that it would be foolish to try to list all their materials separately. These companies have been starred in the following listing and one should ask for a complete catalog.

- Montessori materials and ideas have been the springboard for many newer teaching theories, so companies having Montessori materials have also been listed.

- If your particular system does not have enough funds to buy materials, it is often a good idea to approach the PTA group for help in this way. There are also many service groups that would be quite willing to donate money or materials in return for the publicity about such a donation.

MATERIALS AND DISTRIBUTORS

Academic Therapy Publications
1543 Fifth Avenue
San Rafael, California 94901

List of reprints from Academic Therapy Quarterly for teacher use; the individual booklets range from 25 cents to 40 cents each

Thinker puzzles, three sets, each containing 20 puzzle parts in which the children are to match and interlock two pieces. If the choice is not correct, the two pieces will not lock together. Each set is $4.50. Set I is matching lower case to lower case manuscript on one side and matching basic shapes on the other. Set II is matching upper case to upper case manuscript and

similar pictures. Set III is matching upper to lower case manuscript and go together pairs on the other side
Pacemaker Games, 65 games showing basic number skills, hand-eye coordination, spatial organization and counting sequences. The set sells for $36.00.

Acadia Press, Inc.
438 Alder Street
Scranton, Pennsylvania 18505
Color, Cut, Create, 26 very colorful and large exercises in which the children do just that. The exercises range from very simple to difficult.

◆ A. Daigger and Company
159 West Kinzie Street
Chicago, Illinois 60610
Montessori Teaching Materials
ETA Learning Materials

Allied Education Council
Distribution Center
P.O. Box 78
Galien, Michigan 49113
Fitzhugh Plus Program, individual booklets for different visual skills, Shape Matching P101 @ $2.40; Shape Completion P102 @ $1.55; Shape Analysis and Sequencing P104 @ $2.55. This series features self-scoring markers.
O'Hare Starite Programs, individualized teaching units in which the child is to match similar or related forms by rotating disks; if the answers are all correct, the points of the star will all be the same color on the back of the set. Each set is $7.95. The sets are Visual Perception, Advanced Visual Perception, Alphabet Sets

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014
AGS Tokens, sets of unbreakable plastic chips of different colors; sample set of one each of 16 colors, 50 cents; 1,000 chips, $12.00; 10,000 chips, $100
Peabody Language Development Kits, contain colorful pictures to help the child become more aware of his visual environment, Primary Kit, $153; Kit No. 1, $57; Kit No. 2, $70; Kit No. 3, $54.
Peabody Rebus Reading Program, a visual way to approach reading, student booklets are 98 cents each; Supplementary Lessons Kit, $30.00; Examination set available for $8.00.
Ann Arbor Publishers
610 South Forest
Ann Arbor, Michigan 48104
Michigan Tracking Program, Symbol Tracking 1-10 copies @ $2.00; Visual Tracking 1-10 copies @ $1.25; Word Tracking 1-10 copies @ $1.25

Barnell Loft, Ltd.
958 Church Street
Baldwin, New York
Portraits and Profiles, 13½ x 19½ colorful posters sold in sets of 8 for $16.70, includes pictures of famous scientists, athletes and musicians

◆ Beckley–Cardy Company
1900 N. Narragansett Avenue
Chicago, Illinois 60639
building blocks, jumbc dominoes, geometric shapes, fraction circles, weaving mats, puzzles, blocks, stencils, beads, beaded alphabet cards, pegboards, parquetry sets
printing sets, $7.00 to $14.00

Bowmar
622 Rodier Drive
Glendale, California 91201
Manipulative Books, set of 8 books and teacher's guide, $31.95
What Is Series, set of 6 books to teach shape and relationship

Brownie Educational Company
R.R. 1 Box 46149
knobbed puzzles that fit into insert boards from $2.98 to $3.50
9" x 12" dressing boards, $3.95 each or a set of 4 for $15.00
Brownie Block Set, 37 blocks designed to teach colors, numerals, geometric shapes and alphabet, $45.00

Calloway House
P.O. Box 1751-N
Lancaster, Pennsylvania 17604
Brick-Blocs, 12 x 6 x 4" blocs, set of 18, $6.75; also have roof blocs and beams or longer blocs

Cambosco Scientific Co., Inc.
342 Western Avenue
Boxton, Massachusetts 02135
transparencies designed for specific reading skills at about $5.50 per transparency; wheel transparencies for letter sounds

◆ Childcraft Equipment, Inc.
155 East 23rd Street
New York, New York 10010
unit blocks, play traffic signs, stamp pad sets, craft material, puzzles, nesting drums, stacking cones, form boards, sorting boxes, pegboards, beads, parquetry supplies, construction toys, picture dominoes, picture sequence boards, matching activities, beaded letter sets

Cinarco Audio-Visual Center
221 Perry Street
Davenport, Iowa
Bell and Howell distributes a machine called the *Language Master.* Each machine sells for $250.00. There are some prepared package programs that go with the Language Master. However, the real value of this machine seems to be that blank cards are readily available and the teacher can make her own supplementary drill material.

Community Playthings
Rifton, New York
Giant-size dominoes, 28 pieces through double 6 $8.50; 55 pieces through double 9, $16.00

Unit building blocks, Hollow blocks
Safety play traffic signs, set of 8, $22.50

◆ Constructive Playthings
1040 East 85th Street
Kansas City, Missouri 64131
latch sets, knobbed puzzles, tactile letter blocks, pegboards, inch cubes, parquetry supplies, sewing cards, stencils, color pattern boards, weaving mats, giant dominoes, cylinder blocks, dressing frames, construction toys

Continental Press
P.O. Box 554
Elgin, Illinois 60120
economical sets of preprinted carbon masters; titles are:
1. Visual-Motor Skills, Level 1; Visual-Motor Skills, Level 2
2. Visual Discrimination, Level 1; Visual Discrimination, Level 2
3. Independent Activities, Level 1; Independent Activities, Level 2
4. Visual Readiness Skills, Level 1; Visual Readiness Skills, Level 2
5. Seeing Likenesses and Differences, Level 1; also Level 2 and Level 3 in this set

Each of the booklets sells for $3.50. Continental Press also has master sets in the academic areas.

◆ Creative Playthings
Princeton, New Jersey 08540
infant toys, shape matching box, threading toys, nesting boxes, lock box, hammer balls, puzzles, lotto games, number sorter, shape dominoes, bug dominoes, perception plaques, overlay game, turning letter blocks, building blocks, craft material, magnetic shapes, sewing boards, design stamps, triangle dominoes

Cuisenaire Company of America, Inc.
12 Church Street
New Rochelle, New York 10805
kit of 24 individual student sets of Cuisenaire rods and manual, $64.50 to be used for math exploration activities

Dexter and Westbrook, Ltd.
111 South Centre Avenue
Rockville Centre, New York 11571
Sequent-A-Sets; 9 sets of pictures, 4 to a set that tell a picture story, $5.00
Picto-Cabulary Series, large pictures and write-ups beneath to explain the picture; 125 cards, instructions and storage container in each set; The World of Food; The World of Clothing; The World of Shelter; each set sells for $15.50
We Study Word Shapes, Kindergarten, $1.25; We Study Word Shapes, 1st, $1.25

◆ Developmental Learning Materials
3505 North Ashland Avenue
Chicago, Illinois 60657
puzzles, stencil boards, alphabet cards, colored inch cubes, parquetry supplies, spatial relation picture cards, sequential picture cards, pegboard supplies, Lite Brite pegboard set, lacing boards, buzzer board and pattern cards, tracing paper designs, dot-to-dot pattern sheets, pre-writing design cards, spatial organization paper, visual memory cards, functional signs, design dominoes

◆ Dick Blick
P.O. Box 1267
Galesburg, Illinois 61401
color dominoes, letter-number blocks, building blocks, wood design cubes, village landscape pegboard set, wooden traffic signs, dressing frames, color-number cubes, wooden beads and lacing material, geometric insert templates, coordination board, stack-count cubes, construction blocks, puzzles, Judy See-Quees, nesting blocks, parquetry blocks, puzzle blocs, interlocking tens blocs, fraction blocks, geometric figures and solids, giant dominoes, Milton Bradley readiness materials, craft materials, magnetic letters, letter stencils

Edmund Scientific Company
300 Edscorp Building
Barrington, New Jersey 08007
wooden solid puzzles; set of 12, $5.00

Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127
a set of teacher-written booklets giving specific ideas for activities in different areas; *Spice,* Language Arts; *Probe,* Science; *Plus,* Arithmetic; *Spark*, Social Studies; *Create,* Art· *Action,* Physical Activities; *Stage,* Dramatics; $4.60 each

Educational Activities
Freeport, L. I.
New York 11520
Alphabet and Numbers Manipulatives, $4.95
Learning Squares; 10 X 10" rubber foam, 41 squares having upper and lower case letters, 10 numbers, 3 geometric figures and 5 match symbols, $59.00
Sensory-Motor Flag Signal Kit, 12 flags and guide, $5.00
Visual Perception Skills Filmstrip series; covers visual memory, visual motor coordination, visual constancy, visual discrimination, visualization, figure-ground and visual matching; set for $49.00
Progressive Visual Perceptual Training Filmstrips; Level 1 - Primary grades, 5 strips and manual, $32.50; Level 2, Intermediate and Higher Grades, 5 strips and manual, $32.50; Phrase Training Filmstrips, K-6, 12 strips and guide, $45.00

◆ Educational Products, Inc.
5005 W. 110th Street
Oak Lawn, Illinois 60453
building blocks, jumbo dominoes, geometric shapes, fraction circles, weaving mats, puzzles, blocks, stencils, beads, beaded alphabet cards, pegboards, parquetry sets

Educational Research Associates, Inc.
P.O. Box 6604
Philadelphia, Pennsylvania 19149
TAC, The Training of Attention and Concentration Program, training in visual areas in 25 multi-level lesson plans, $90.00

Education Unlimited Corporation
Tapes Unlimited Division
13001 Puritan Avenue
Detroit, Michigan 48227
developmental program entitled *Visual Perception,* covers eye-hand, tracking (of a moving object), reach-grasp-manipulate-release (switching from near to far focus); the kit on reel-to-reel is $250.00, on cassette, $255.00

Enrichment Reading Corporation of America, Inc.
Iron Ridge, Wisconsin 53035
Tutorgram Teaching Unit, carrying case and manual, $29.50; 54 plastic cards in each program, when the child inserts the pointer in the correct hole, the answer is reinforced with a light and a buzzer
programs are available in matching, language arts readiness, alphabet recognition and sequencing, basic word recognition, etc. The programs are $8.50 a set for 54 cards. 54 blank cards are also available for $6.50

Essex Editors
P.O. Box 123
Glencoe, Illinois 60022
Blend and Build 1, sort tray, shaker, score sheets and 29 color coded cubes, set for $7.95

EFI - Electronic Futures, Inc.
Division of KMS Industries
57 Dodge Avenue
North Haven, Connecticut
Model 102 Audio-Flashcard Reader; battery operated, $220.00; or Model 102 AC operated, $195.00
Likenesses and Differences Card Set; Level I covers circles, squares, triangles, $52.00; Level II covers colors, shapes, sizes, $78.00; Level III covers internal detail, $59.00; Level IV covers letters, $82.00
EFI also has sets of cards for reading readiness at various prices

◆ Fernhaven Studio
19475 Grandview Drive
Topanga Canyon, California 90290
Montessori learning materials

Field Educational Publications, Inc.
609 Mission Street
San Francisco, California 94105
Cyclo-Teacher; a visually oriented self-teaching machine for those who can read; each kit costs $49.50 and contains 2 cyclo-teacher machines, study wheels, answer wheels, instruction and index cards and a manual; areas covered are reference and social studies, English, math

Follett Educational Corporation
1010 West Washington Boulevard
Chicago, Illinois 60607
Frostig Program Box; contains 359 ditto masters containing remedial exercises for visual motor coordination, perceptual constancy, figure-ground, spatial relationships, position in space; FEC school price is $98.62 for the set

Frostig workbook program; Frostig Beginning Pictures and Patterns, student booklets @81 cents, manual, $1.65; Frostig Intermediate Pictures and Patterns, student booklets @ 90 cents, manual, $1.65; Frostig Advanced Pictures and Patterns, student booklets @ 99 cents, manual, $1.65; the manual for each level is $1.65

Game Time, Inc.
Litchfield, Michigan 49252
polyethylene blocks, 25 weighing 144 pounds, $378.00
plastic building logs, 25 weighing 280 pounds, $434.00

Garrard Publishing Company
Champaign, Illinois
Picture Readiness Game, children cover lotto card with matching loose cards, $1.25
Who Gets It?, children match pictures of 2 different types of the same object, $1.59
Match Games, Sets One and Two; shows 95 of the commonest nouns, children are to match pictures and words, $1.00 per set
Popper Words, Sets One and Two; ½ of 220 basic Dolch vocabulary words in each set, $1.00 per set
Garrard also has other inexpensive sets of word cards and phrase cards from the Dolch series

General Learning Corporation
Early Learning Division
Morristown, New Jersey 07960
Playtrays; 3" square cards that fit into hardboard tray inserts, good photography, Food set of 32 cards, $6.45; Currency set of 40 cards, $6.45; Clothing set of 40 cards, $6.45; Letters and Numbers set of 66 cards, $5.45
Reversible puzzles, 6 puzzles, in each puzzle the pieces are all the same shape, the puzzles range in difficulty from one having 2 pieces to one having 15 pieces, $3.00 per puzzle
Action Puzzles, inlay type using different three dimensional parts, the children can make their own designs
Judy Materials, puzzles, see-quees, kinesthetic letters and numbers, geometry unit, color shapes

Houghton Mifflin Company
1900 South Batavia Avenue
Geneva, Illinois 60134
Kindergarten Kit, *Experimenting with Numbers,* $27.00, contains unit blocks, pattern boards, number markers

Iowa Commission for the Blind
4th & Keosauqua Way
Des Moines, Iowa 50309
will lend talking books, large print books and record players to persons having certain visual perceptual problems as well as to the blind; write for details

Kenmar
13 Highview Road
Caldwell, New Jersey 07006
Giant number cards, $3.95; giant beaded dominoes, $4.95; colored beaded alphabet cards, vowels one color, consonants another, $5.95 for either upper

case or lower case set; black and white beaded alphabet cards, $3.95 per set, sets for upper or lower case printing or manuscript

◆ Lakeshore Curriculum Materials
P.O. Box 2116
1144 Montague Avenue
San Leandro, California 94577
building blocks, nesting toys, dressing frames, beads and lacing materials, stencils, parquetry sets, geometric inserts, dimensional puzzles, Judy puzzles, Playskool puzzles, pegboard supplies, multi-sensory cubes and sphere set, design block set, shapes lotto, color pattern board, perceptual development cards, crafts material, kinesthetic letters and numbers, Ideal materials, Milton Bradley materials, learning to write materials

◆ J. S. Latta
2218 Main Street
Cedar Falls, Iowa 50613
blocks, puzzles, parquetry blocks, shoe lacing toy, beaded letters and numbers, lacing shoe board, beaded dominoes, sewing cards, spill and spell set, giant size play blocks, walk-on number line and letter line

Learning Center, Inc.
Princeton, New Jersey
Judgements and Readiness set, basic set for 10 children, they fit rubber shapes into plastic insert areas, $22.95
Simple Fractions, basic set for 10 children, $15.95
Introductory Geometry, basic set for 10 children, $18.95
Time Learning Kit, basic set for 10 children, $17.95

◆ Lyons
Division of the Magnovox Company
430 Wrightwood Avenue
Elmhurst, Illinois 60126
Sifo materials, Judy materials, Milton Bradley materials, Playskool materials

Lyons & Carnahan
407 East 25th Street
Chicago, Illinois 60616
Spelling Learning Games Kits, a series of 5 kits with 5 games in each attractive and visually appealing to children

The Macmillan Company
Dept. SNY
Riverside, New Jersey 08075
See-through games, put together boards, pathfinder games, mix and match blocks, color dominoes, hollow blocks for building, alphabet-numeral blocks, shape sorting kit, pounding bench, giant dominoes, match mate kit, counting blocks set, marble racer, traffic signs

◆ Mafex Associates, Inc.
111 Barron Avenue
Box 519
Johnstown, Pennsylvania 15907
Manual of Primary Perceptual Training, activities for the home or school, $3.95
kinesthetic letters and numbers, Draw It With Shapes Program, color and shape discrimination sets, fit together stencils, puzzles, learning to write materials, thinker puzzles, counting blocks, blend and build sets
Ring 'N Key, color-cued way to teach typing, set for $10.00
Michigan Tracking Program, Symbol Tracking, Primary Tracking, Visual Tracking, Word Tracking
Cues & Signals series, developed separately but designed to expand the skills introduced in Michigan tracking, 4 booklets
Talking Rug sets, 4 rugs, covering hands, alphabet-first half, alphabet-second half and numbers, each rug $19.00
The Kirshner Body Alphabet Kit; kit includes a filmstrip, manual, 3 students booklets, seven posters, wooden manikin with movable parts; kit sells for $24.00

Montessori Aids Publishers CH
3014 North 122nd Street
Wauwatosa, Wisconsin 53222
Montessori aids for modern math, set for $3.25

Peek Publications
4067 Transport Street
Palo Alto, California 94303
Audio-Visual-Motor Training with Pattern Cards, $2.95
Percept-O-Grid, $7.95

Perception Development
Research Associates
P.O. Box 936
La Porte, Texas 77571
Form Perception Box, 32" square, $22.50
Suspendable Ball, 2½" diameter, $1.00

◆ Playtime Equipment Company
808 Howard Street
Omaha, Nebraska 68102
construction blocks, pegboard materials, beads and threading materials, lacing boot, dressing frames, sewing cards, geometric inserts, Playskool materials, Judy materials, Idea materials, Milton Bradley materials, Instructo materials, bead pattern cards, block design cards, colored inch cubes and design cards, jumbo parquetry blocks and design cards, craft materials

◆ Potomac Engineering Corporation
664 North Michigan Avenue
Chicago, Illinois 60611
building blocks, peg boards, beads, colored inch cubes, traffic signs, peg village, fasten-aids smock, lock and learn board, beaded alphabet and number cards, giant beaded dominoes, rubber inlay puzzles, puzzles, geometric wood forms, coordination board, shape-sorter stool, coordination pile-ups, fraction pie

◆ J. A. Preston Corporation
71 Fifth Avenue
New York, New York 10003
Erie Perceptual-Motor Games and Puzzles, complete program, $89.00 or individually, Part 1, Visual Perception Games, $25.00; Part 2, Perceptual Bingo, cards for 12 players, $27.00; Part 3, Visual-Motor Template Forms, $25.00; Part 4, Perceptual Card and Domino Games, $12.00
Vanguard School Program, Part 1, Body Awareness, 200 games and activities, $3.50; Part 2, Visual Motor Integration, 5 student booklets and manual, $10.95; Part 3, Discrimination and Classification, 5 student booklets and manual, $10.95; Part 4, Concepts of Spatial Relationships, manual and 5 student booklets, $11.50; Vanguard Program Teacher's Specimen Set, materials for student and instructor from each of the sections, $9.95
Pathway School Program 1-Eye-Hand Coordination Exercises, $15.00, includes color-marked rolling pin and chart
size board, circle board, geometric shape form board, pegs, cylinder block sets, geometric inserts, constructive triangle sets, matching geometric cube set, color discrimination tablet kit, color sorting box, tactile letter sets, giant dominoes, four-way blocks puzzle, peg tic-tac-toe, set dominoes, peg checkers, perceptual matching set, sequential games kit, pink tower, long rods, broad stair, counting boxes, walk-on numbers kit

Psychotechnics, Inc.
1900 Pickwick Avenue
Glenview, Illioins 60025
Tachomatic 500, manually operated, $295.00
Tachomatic 500, remote control, $345.00
Psychotecnics programs in Gross Forms, $60.00; Letter Recognition, $78.00, Primary Numbers Program, $60.00; Discovering the Alphabet, $90.00; Common Nouns and Service Wrods, $180.00; Discovery Reading, $300.00
Also available are Developmental Reading Series by Lyons & Carnahan and Purdue Reading Series
T-Matic Tachistoscope, $99.50 or special booth model for $124.50
Reading Pacer, $94.00

Pyramid Game Company
1451 West 3rd Street
Davenport, Iowa 52802
different wood ring games at different prices; samples are All But One for $10.00, a solitaire game in which pieces are jumped and removed; Four Around for $11.00, circular Tic-Tac-Toe; Pyramid for $25.00, a stacking game in which points are scored according to the mathematical relationship of the pieces

Random House Mail Service, Inc.
Dept. CH-4
P.O. Box 686
Lynbrook, New York 11563
two books by Elizabeth G. Hainstock, selling for $6.95 each, *Teaching Montessori in the Home: The School Years* and *Teaching Montessori in the Home: The Pre-School Years*

◆ Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Inquistive Games: Discovering How to Learn, 16 games, spinner units, manual, picture cards and charts, complete set, net $105.00

Inquistive Games: Exploring Number and Space, 14 sequenced games, manual, spinner, dice, plastic sticks, complete set, $105.00

Learning to Think Series, contain children's workbooks, manual and lesson charts, prices vary with parts ordered

Beginning to Learn: Fine Motor Skills, include templates, animal tracing boards, children's workbooks, manual and transparencies; complete set with one copy of student book, $49.00

Beginning to Learn: Perceptual Skills, write for prices

Detect Tactile, game boards, pupil workbooks, plastic forms, manual, total program, $48.00

Detect Visual, uses *opta*, a tachistoscopic adapter that fits on an overhead, technique is showing a timed exposure on a screen, followed by marking a frame on a workbook page, total program providing for 3 student booklets is $307.00

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Rolling Reader sets, blocks on which words from the Scott, Foresman series are engraved, most sets, $3.60; set of Rolling Phonics-Vowels, $7.50

Match and Check sets, 5 two sided boards in each set, children are to match colors, shapes, objects, later letters and words, $4.80 per set

Skill Development Equipment Company
1340 North Jefferson
Anaheim, California 92806

foam shapes, geometric forms, from $9.00 to $18.00

readiness mats, foam mats printed with letters, numbers or shapes, from $65.00 to $179.00

busy blocks, foam blocks with fastening type dressing tools on the outside, 1 small block, $33.00

Speech and Language Materials, Inc.
P.O. Box 721
Tulsa, Oklahoma 74101

Picture Sequence Cards, Set 1: Indoor Activities, (40 cards, 10 activities), $7.50; Set 2: Outdoor Activities, same number of cards, $7.50 or both sets for $14.00

Visual Closure Cards, three sets for $4.75 a set

Figure-Ground Cards, $12.00

Sterling Educational Films, Inc.
203 North Wabash
Suite 804
Chicago, Illinois 60601

series of teacher training films followed by 8 mm loops to be used for each separate skill by the children, titles include small muscle development, independence sequencing, eating, simple fractions. The teacher films are expensive, the children's loops are $20.00 per strip.

◆ R. H. Stone Products
18279 Livernois
Detroit, Michigan 48221
giant kinesthetic alphabet blocks, kinesthetic geometric shapes, kinesthetic numerals, space blocks that interlock, jumbo block sets, Judy puzzles, shape matching sets, sewing cards, color cubes, jumbo dominoes, parquetry blocks, beanbag throw, Judy See-Quees, flannel board materials, magnetic letters and numerals

◆ Teaching Resources
100 Boylston Street
Boston, Massachusetts 02116
Dubnoff Program 1-Perceptual-Motor Exercises, complete set of 3 programs for $39.00; Level 1 gives concepts of straight, circular, diagonal and intersecting lines through tracing, copying and drawing exercises, $14.00; Level 2 gives combinations of lines and multidirectional changes, $12.00; Level 3 is prewriting perceptual-motor exercises, $13.00
Dubnoff Program 2, Directional-Spatial Pattern Board Exercises; child reproduces patterns or mirror images of patterns with colored rubber bands, set contains 160 pattern cards geared from more simple to more difficult, $29.00
Ruth Cheves' Visual-Motor Perception Materials, complete program, $75.00; Part 1, Fruit and Animal Puzzles, 42 puzzles for $19.85; Part 2, Form Puzzles, 12 puzzles for $6.75; Part 3, Geometric Shapes and Associations, $9.75; Part 4, Phonics Puzzles and Games, $14.95; Part 5, Quantity and Number Relationships, $9.95; Part 6, Numerical Progression and Time, $12.95
Erie Program, complete program for $69.95; Part 1, Visual-Perceptual Games, 5 different game boards, playing equipment and manual, $25.00; Part 2, Perceptual Bingo, material for 6 students, $19.00; Part 3, Visual-Motor Template Forms, $16.00; Part 4, Perceptual Card and Dominoes Games, $12.00
Vanguard School Program, complete kit for examination, $9.95; Part 1, Body Awareness, over 200 activities listed, $3.50; Part 2, Visual-Motor Integration, workbook activities, material for 5 students, $10.95; Part 3, Discrimination and Classification, material for 5 students, $10.95; Part 4, Concepts of Spatial Relationship, material for 5 students, $11.50
Fairbanks-Robinson Program, complete set, $135.00; Level 1 for early-perceptual-motor development, teach basic forms, classification of shapes, sequencing, ten sections comprising 200 exercise levels, $79.00; Level 2, 11 sections comprising 226 exercise levels at a more advanced level, $69.00
also filmstrips illustrating perceptual skills, motor skills and cognitive skills; shape matching sets, alike/unalike strip books, find-a-pair cards, letter recognition strip books, look alike cards, sorting sets, Directo, Cogno-Board, Apatio-Match, Pathway School Program, Attribute Games, Visual-Motor Integration section materials, Directional Mat Skill Builders

Triangle School Service
Sioux Falls, South Dakota 57104
craft supplies, alphabet charts, stencil booklets, coordination bench, parquetry blocks, landscape peg board, hammer and nail kits, color dominoes, construction blocks and logs, lacing boot, puzzles, traffic signs, flannel board supplies from Milton Bradley, Playskool material, Ideal supplies, peg board pictures, pegs, beads, blocks for counting, set dominoes

Visual Needs, Inc.
135 State Street
Rochester, New York 14614
training kit for *Parquetry Blocks with Templates,* consists of 32 black plastic parquetry blocks, 10 white plastic templates and plastic design cards, $85.00

Winter Haven LIONS Research Foundation, Inc.
P.O. Box 111
Winter Haven, Florida
perceptual testing and training materials including manual, testing booklet, finish the drawing papers, cardboard templates; write for individual prices

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